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IDENTIFIERS *National Council on Educational Research; *National Institute of Education

ABSTRACT

The National Council on Educational Research (NCER), and its parent organization, the National Institute of Education (NIE), were established by law in 1972. NCER functions as an advisory arm to NIE, by establishing general policies; recommending programs to strengthen educational research and to disseminate and implement research findings; conducting research; and preparing annual reports on the current status of educational research and on the activities of NIE. During 1975, NCER reviewed the 1976 NIE budget proposals, based on the priorities established by NCER for the continued evaluation of NIE programs and products, and appointed consultants to study NIE's funding policies and its role in the development of a national educational research and development system. In this annual report, NCER has reviewed NIE's programs, which include: (1) basic skills; (2) educational equity; (3) education and work; (4) finance and productivity; (5) school capacity for problem solving; and (6) information dissemination and educational resources. A list of organizations performing research and development in education and a review of NIE's 1975 expenditures are appended. (MH)

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NATIONAL INSTITUTE OF EDUCATION

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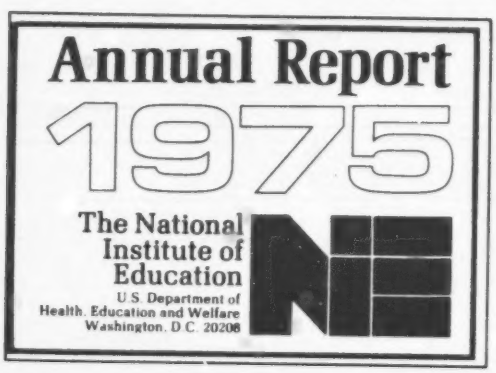
THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

ANNUAL REPORT 1975

TM005480

Educational Research in America

The National Council on Educational Research



The Chairman's Statement

American education has achieved remarkable success—a success duplicated by no other country—in providing educational opportunities. States offer free public education to all young people. A great number and variety of schools and agencies offer opportunities for postsecondary study. Accounting for almost 8 percent of the Nation's gross national product and almost 8 percent of the civilian labor force, education is, indeed, a great enterprise.

The massive undertaking of providing education to all Americans is not being achieved without difficulties. Educators, the Congress, and the American public voice many concerns from different perspectives. One listing of problems is provided by the annual Gallup poll* of public views on education. The 1975 poll lists the following in the order reported: lack of discipline; integration/segregation/busing; lack of proper financial support; difficulty of getting good teachers; size of school classrooms; use of drugs; poor curriculum; crime/vandalism/stealing; lack of proper facilities; and pupils' lack of interest. Another list might include such problems as the failure of education to relate to employment needs.

The responsibilities inherent in solving this range of problems demonstrate the great confidence placed in the schools, a confidence expressed as expectations which often can be only partially realized. The expectations are both a tribute and a burden. It is the mission of the National Institute of Education (NIE) to help educators and educational researchers shoulder these burdens. Research has as one of its tasks the translation of concerns such as those suggested above into researchable problems that are susceptible to systematic inquiry. In seeking to carry out that responsibility, the National Council on Educational Research (NCER) and the National Institute of Education have chosen to focus the Institute's activities on pressing academic and administrative problems in the schools through programs in six basic problem areas: Basic skills; Educational Equity; Education and Work; Finance and Productivity; School Capacity for Problem Solving; and Dissemination and Resources. The Institute also seeks to strengthen its relationship with local, State, and other Federal agencies which might use the products and results of educational research and development (R&D).

The progress of NIE described on the following pages demonstrates a firm national commitment to examine critical problems through educational R&D, to create new knowledge and with it to develop new methods and practices, to help schools try out new ideas and evaluate their effectiveness, and to disseminate research findings to State and local districts.

Over the past decade, a decade of major Federal support, there has been a dramatic increase in organizations and people committed to the improvement of education through R&D. In the Federal sphere, more than 30 agencies fund educational R&D with approximately $500 million; an additional $100 million are provided by other public agencies and

private sources, as shown in Table 6 of this report. NIE's budget is $70 million. Nearly 2,500 organizations—universities, nonprofit and profit groups, State and local governmental units, and educational associations—conduct educational R&D and utilization activities. Many thousands of qualified educational researchers have joined the pool of educational R&D personnel.

NIE has been charged with the responsibility of Federal leadership in building and coordinating this emerging network of R&D organizations and the overall educational R&D effort in the Nation. This report describes the major programs and activities NIE has undertaken in fulfillment of that responsibility.

No annual review of this sort can possibly do justice to the splendid contributions that staff members of NIE have made—and continue to make—to the well-being of American education. We members of NCER have benefitted greatly from the dedicated services of these talented women and men and are particularly appreciative of their steadfastness during months of change and occasional upheaval in the affairs of NIE. I wish we were able to list each individual's contributions and to detail the fine work of each NIE branch and division. Instead, I must settle for a generalized expression of gratitude, and for special mention of four people:

Dr. Harold L. Hodgkinson, who, since his appointment as NIE Director, has handled the multifaceted challenges of that position with a rare combination of vision, good sense, professional skill, and personal modesty;

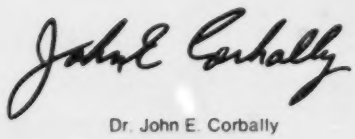
Emerson Elliott, Deputy Director of NIE, who served as Acting Director during much of the period covered by this report with a steady and decisive hand unusual for one in such a temporary situation;

Peter Gerber, Chief of Policy and Administrative Coordination for NCER, a diplomat and strategist; and

Dr. Sharon R. Tolbert, Educational Policy Fellow, whose manifold talents and heroic efforts have enabled NCER to produce this report.

This report was prepared under the direction of the NCER Annual Report Committee: Mr. Ralph Besse; Mr. Edward Booher; Dr. Chester E. Finn, Jr.; Dr. Dominic J. Guzzetta; and Dr. Larry Karlson.

NCER is constantly seeking ways to improve communications about the results of R&D work as well as the policies of NCER and issues before it. We invite the readers of this report, those who share our enthusiasm for the adventure of American education, to suggest ways of bettering such efforts.



Dr. John E. Corbally
Chairman

March 31, 1976

*Phi Delta Kappan, December 1975

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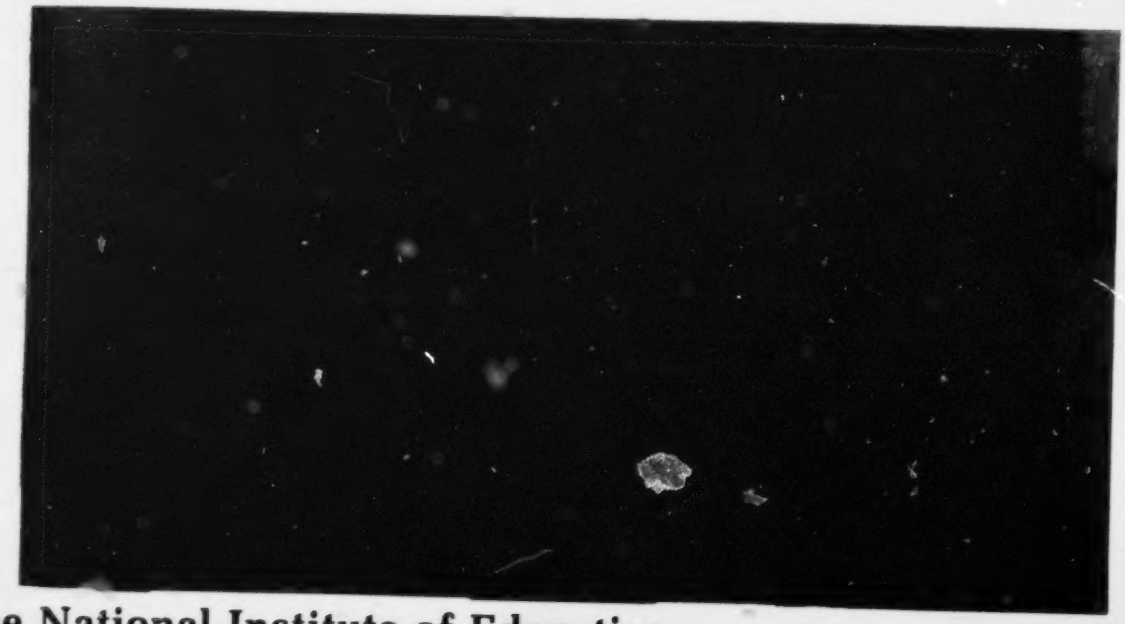


The National Institute of Education

The National Institute of Education Highlights—1975

In 1975 NIE:

- Demonstrated and continued testing the Individually Guided Education (IGE) Program. This alternative delivery system for instruction in elementary grades meets the individual needs of all children within a given learning environment. This program is being used in 3,500 schools in 48 States by 35,000 teachers and approximately 500,000 children.
- Supported 16 Educational Research Information Centers (ERIC) or educational organizations around the country. ERIC has in its files more than 180,000 citations, which are increasing at a rate of 34,000 items per year. More than 100,000 requests are received annually for ERIC reference services. Of these, almost 50 percent are from educational practitioners and decision makers. ERIC estimates its total audience is more than 500,000 individuals annually.
- Produced the *Databook*, a complete and up-to-date source of information on the educational R&D system. The volume is being widely distributed to practitioners and others for whom such information is important.

- Developed, through a grant to National Public Radio, "Options in Education," a series of weekly 1-hour programs on issues in education. "Options" is the only regularly scheduled nationwide radio program devoted exclusively to educational issues. The program is aired by 179 stations in 40 States and the District of Columbia.
- Supported the development and testing of large-scale communication devices such as satellites, television networks, and computer systems that provide access to educational programs to persons who do not live near schools with such programs. The largest of these projects is the ATS-6 Educational Satellite. Tested in Appalachia, the Rocky Mountain States, and Alaska, it now services a general and student population of 157,714 in 17 states.
- Continued to support the University of Mid-America, an innovative, regional, postsecondary, open learning system which uses modern technology such as television and audio cassettes. This project is sponsored by a consortium of five Midwestern State universities and has a projected service population of eight million adults. Both public and private sources are helping support curriculum development for this system.
- Undertook a congressionally mandated national study on compensatory education, appraising the adequacy of educational programs and seeking identifiable factors in funding, organization, or instructional methods that explain student success.
- Completed a 5-year development program of four high school curriculum models of experience-based career education. These models can be implemented by local education agencies through a new multimillion dollar grant sponsored by the U.S. Office of Education. By 1978, more than 150 schools in 42 States are expected to be using one of these curriculum models.
- Held national conferences involving more than 200 researchers and practitioners to create agendas for R&D in teaching and reading. These agendas call for resources provided in part by NIE but also available to other parties interested in directing their efforts to critical work in these areas.
- Initiated programs to help States develop dissemination services and plans to award funds to all States which seek such aid within a 5-year period.
- Doubled the proportion of funds going directly to State and local education agencies to stimulate their interest in conducting research and to increase their capacity for using and disseminating the results of research.
- Managed a major educational research library. This collection of 150,000 volumes and 200,000 microfiches is open to educators, researchers, and the general public.
- Awarded $58,333,000 in grants and contracts to 300 organizations in 35 States.

Enabling Legislation

Congress created the National Council on Educational Research (NCER) and the National Institute of Education (NIE) in 1972 to improve the educational opportunities of the American people through research and development (R&D).

"The Congress hereby declares it to be the policy of the United States to provide to every person an equal opportunity to receive an education of high quality regardless of his race, color, religion, sex, national origin, or social class. Although the American educational system has pursued this objective, it has not yet attained that objective. Inequalities of opportunity to receive high quality education remain pronounced. To achieve quality will require far more dependable knowledge about the processes of learning and education than now exists or can be expected from present research and experimentation in this field. While the direction of the education system remains primarily the responsibility of State and local governments, the Federal Government has a clear responsibility to provide leadership in the conduct and support of scientific inquiry into the education process.

The Congress further declares it to be the policy of the United States to—

- *help to solve or to alleviate the problems of, and promote the reform and renewal of American education;*
- *advance the practice of education, as an art, science, and profession;*
- *strengthen the scientific and technological foundations of education; and*
- *build an effective educational research and development system.*

In order to carry out the policy set forth there is established the National Institute of Education which shall consist of a National Council on Educational Research and a Director of the Institute."

(Public Law 92-318, section 405, a-1, a-2, b-1, June 23, 1972.)

The National Council on Educational Research

Purpose

NCER is charged by law to undertake the following activities:

- Establish general policies for and review the conduct of NIE;
- Advise the Assistant Secretary and the Director of NIE on development of programs to be carried out by NIE;
- Present to the Assistant Secretary and the Director such recommendations as it may deem appropriate for strengthening educational research, improving methods of collecting and disseminating the findings of educational research, and insuring the implementation of educational renewal and reform based upon the findings of educational research;
- Conduct such studies as may be necessary to fulfill its functions under this section;
- Prepare an annual report to the Assistant Secretary on the current status and needs of educational research in the United States;
- Submit an annual report to the President on the activities of NIE and on education and educational research in general.

(Public Law 92-318, section 405, c-3.)

Major Activities

During Fiscal Year 1975, NCER identified the need for systematic and continued evaluation of programs and products of programs supported by NIE. The Council charged the Institute's Director to give priority attention to this need and to establish mechanisms and guidelines for the use and dissemination of evaluations.

The Council reviewed and approved the Fiscal Year 1976 budget proposals for NIE within a framework of priorities NCER had established and defined. In concert with the Director, the Council particularly directed analysis of cooperative relationships between and increased assistance to State and local education agencies. The fiscal analysis presented in Table 10 shows that NIE is devoting 11 percent of its program funds directly to State and local education agencies. This sum is augmented by approximately $5 million from other organizations.

Near the close of Fiscal Year 1975, NCER and the Director jointly commissioned a team of consultants to examine (1) the funding policies of NIE and (2) NIE's best role in development and support of a national educational R&D system. The final report, submitted in August 1975, has been widely discussed as the "Campbell Report." (A list of the consultants is included in Appendix A.) As a result of this study, NCER's September, 1975 resolutions provided direction for a series of policy studies and funding practices aimed at stabilizing NIE's support for R&D institutions. NCER established a policy that NIE shall, within the limitations of available funds and other requirements, assume responsibility for contributing to the continued health of institutions that make high quality R&D contributions to programmatic objectives adopted by NCER (Resolution 18). Although adopted after the close of Fiscal Year 1975, these resolutions are included in this report because they are the springboard for NCER's work in the following year. Additionally, many of the Campbell Report's recommendations are reiterated in this report.

Organization

NCER has established three standing committees which recommend policy actions to the full Council and review reports. The committees provide a mechanism for NCER oversight of ad-

ministrative actions to analyze issues and implement policy, as well as a direct contact with NIE staff.

Meetings

NCER met seven times in general session during 1975 for a total of 8 days. Since its inception on July 10, 1973, NCER has met a total of 20 times or 24 days. Five of these meetings were held in various cities, and NCER members have made official visits to schools and research organizations in six States. The terms of 5 members expired on June 11, 1975, and NCER operated with 10 approved members for the rest of the year.

As part of its regular meeting agenda, NCER has heard presentations by educators, researchers, and representatives of national educational organizations. This practice provides NCER with direct knowledge of the need for educational improvement and opportunities for research, as well as a "feel" for the impact of R&D on educational practice.

Membership

The members of NCER, drawn from the business, health, and education communities and from the general public, are nominated by the President and confirmed by the Senate.

Current Members

Dr. Tomas A. Arciniega
Dean, School of Education
San Diego State University
San Diego, California
Term: 1976-

Mr. Ralph M. Besse
Squire
Sanders & Dempsey
Cleveland, Ohio
Term: 1973-76

Mr. Edward E. Booher
Director, National Inquiry into Scholarly Communication
Princeton, New Jersey
Term: 1975-76

Dr. John E. Corbally
President
University of Illinois
Urbana, Illinois
Terms: 1973; Chairman, 1975-76

Dr. Chester E. Finn, Jr.
Research Associate in Governmental Studies - The Brookings Institution
Washington, D.C.
Term: 1976-

Dr. Dominic J. Guzzetta
President
University of Akron
Akron, Ohio
Terms: 1973-75; 1976-

Mr. Robert G. Heyer
Physical Science Teacher
Johanna Junior High School
St. Paul, Minnesota
Term: 1976-

Dr. Larry A. Karlson
Instructor, Human Services Dept.
Spokane Falls Community College
Spokane, Washington
Term: 1974-

Dr. Arthur M. Lee
Director, Project Baseline
Northern Arizona University
Flagstaff, Arizona
Term: 1975-

Mr. James G. March
Professor of Higher Education & Political Science
Stanford University
Stanford, California
Term: 1975-

Mrs. Ruth H. Minor
Principal, Locust Street School
Roselle, New Jersey
Term: 1973-76

Mr. Charles A. Nelson
Principal
Peat, Marwick, Mitchell & Co.
New York, New York
Term: 1976-

Mr. Carl H. Pforzheimer, Jr.
Carl H. Pforzheimer & Company
New York, New York
Terms: 1973-74; 1975-

Dr. Wilson C. Riles
State Superintendent of Public Instruction
State Department of Education
Sacramento, California
Terms: 1973-74; 1975-

Dr. John C. Weaver
President, University of Wisconsin System
Madison, Wisconsin
Term: 1973-76

Former Members

Dr. William O. Baker
President
Bell Telephone Laboratories
Murray Hill, New Jersey
Term: 1973-74

Dr. Terrel H. Bell
Superintendent of Schools
Granite School District
Salt Lake City, Utah
Term: 1973-74

Dr. James S. Coleman
Professor, Department of Sociology
University of Chicago
Chicago, Illinois
Term: 1973-74

Mr. Patrick E. Haggerty
Chairman of the Board
Texas Instruments, Inc.
Dallas, Texas
Term: Chairman, 1973-74

Dr. Charles A. LeMaistre
Chancellor
University of Texas System
Austin, Texas
Term: 1973-75

Ms. Vera M. Martinez
3509 Bryce Way
Riverside, California
Term: 1973-74

Mr. Vincent J. McCoola
Director, Office for Aid to Nonpublic Education
State Department of Education
Harrisburg, Pennsylvania
Term: 1973-74

Mr. W. Allen Wallis
Chancellor
University of Rochester
Rochester, New York
Term: 1973-75

Ex-Officio Members

Dr. Terrel H. Bell
Commissioner
U.S. Office of Education

Dr. Ronald S. Berman
Chairman, National Endowment for the Humanities

Mr. Emerson Elliott
Acting Director
National Institute of Education
(December 1974 to June 1975)

Dr. Donald S. Fredrickson
Director
National Institutes of Health

Dr. Thomas Glennan
Director
National Institute of Education
(August 1972 to December 1974)

Ms. Nancy Hanks
Chairperson
National Endowment for the Arts

Dr. Harold Hodgkinson
Director
National Institute of Education
(June 1975 to Present)

Dr. H. Guyford Stever
Director
National Science Foundation

The National Institute of Education

Fiscal Year 1975

Introduction

The Nation invests nearly $120 billion per year in education—yet less than 1 percent of that total is spent on research and development to improve education. By comparison, agriculture spends 3 percent on R&D, and health, about 4 percent.

Despite the Nation's huge investment in education, many problems are evident. The U.S. Department of Labor estimates that 24 percent of the Nation's students do not complete high school. Although there is evidence that reading achievement in the early grades is improving, Scholastic Aptitude Test scores have dropped steadily for more than a decade. Data from the 1970 Census indicate that some seven million school-age children speak a language other than English or speak a "nonstandard dialect" of English. And, school costs continue to rise faster than the ability of many States and local districts to pay.

If we are to improve American education, we must make a firm national commitment to examine critical problems, develop new methods and practices, try out new ideas in schools, evaluate their effectiveness, and help States and local districts adopt proven ideas and practices.

Congress, therefore, declared in NIE's enabling legislation that "while the direction of the education system remains primarily the responsiblity of State and local governments, the Federal government has a clear responsibility to provide leadership in the conduct and support of scientific inquiry into the educational process." (Public Law 92-318.)

Mission

The Act established NIE to carry out this policy by the following means:

- Helping to solve or alleviate the problems of, and achieve the objectives of American education;
- Advancing the practice of education, as an art and science;
- Strengthening the scientific and technological foundations of education;
- Building an effective educational research and development system.

The legislation further challenged NIE to demonstrate a concern for both the quality of educational opportunity and the quality of education in its policies and programs.

Fiscal Year 1975

Fiscal Year 1975 brought considerable progress in stabilizing the policies and programs of NIE. To a gratifying extent, the often-rehearsed troubles of the Institute during its first 2 years have been overcome:

uncertainties about the budget levels;
disharmony with a variety of educational associations;
difficulty in integrating programs transferred from the Office of Education and the Office of Economic Opportunity into "Institute" programs;
problems in communication with the Congress about the relevance of Institute programs to the concerns expressed by constituents.

To a substantial degree, these early problems were born of an unrealistic expectation on the part of the Institute concerning projected rapid increases in budget levels, as shown in Table 1. The problems also stemmed from a lack of sufficient and sensitive attention to needed consultation with both researchers and practitioners in the development of NIE's programs and strategies for carrying out those programs.

NIE has now come to terms with its appropriation level, albeit a level far short of that required for full development of the current R&D agenda. Considerable attention has been given to the apportionment of these funds among various types of work—basic research, policy-oriented studies, development, and dissemination. There is also a stability born of proved planning within NCER priorities—although there continue to be modest fluctuations among these allocations.

NIE has realized the growing extent of the Nation's resources available for conducting and using

R&D. It has begun to reach out to that extended set of resources to obtain help for the agencies and individuals providing educational services.

The support of fundamental research is critical to finding solutions to the problems currently plaguing education; most often it is only with the expansion of knowledge that practical solutions can be developed. NIE was established to provide better Federal leadership in the conduct of R&D which addresses the problems in American education. As this report notes, the Council has established programs which focus on a necessarily limited selection of problems, ones which have been identified by educators, researchers, the Congress, and the American public and which capitalize on current opportunities for promising R&D. Although NIE continues to concentrate on problems of elementary and secondary education, NCER and the NIE staff are now also examining opportunities for extending the range of programs currently available to postsecondary education. In all NIE programs, however, the intent is to develop solutions or ways to alleviate specific problems.

The relationship of the programs to the problems identified by the public may be seen by a glance at the topics mentioned in the 1975 Gallup poll* on problems in American education, which are listed here in the order reported by the poll: lack of discipline; integration/segregation/busing; lack of proper financial support; difficulty of getting good teachers; size of school classrooms; use of drugs; poor curriculum; crime/vandalism/stealing; lack of proper facilities; and pupils' lack of interest.

It is obvious that a number of these problems are related to situations extending far beyond the confines of the school or the educational system in general. They are problems which touch upon larger social issues that require social policy programs and efforts on that scale to be fully resolved. Nevertheless, the problems do enter the arena of education; they complicate the business of schools and educators; and they demand the attention of educational R&D.

In order to develop programs which offer some promise of alleviating these problems, educational researchers must first identify the research-

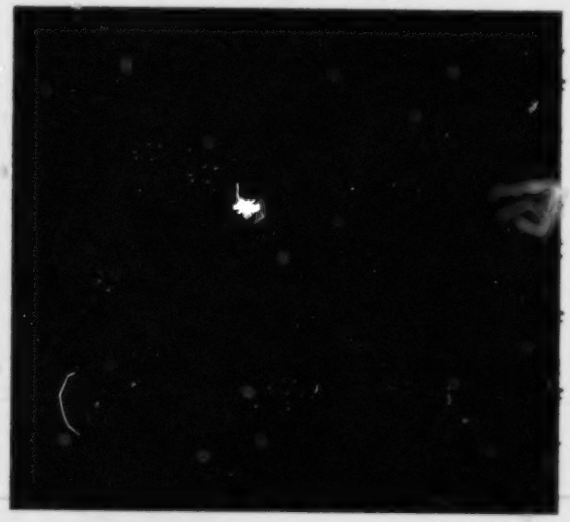
able questions within these problem areas. For example, the problem listed in the Gallup poll of "getting good teachers" might have within it the researchable questions of (1) establishing indicators of effective teacher performance or (2) developing ways of teaching certain skills that might be identified as contributing to good performance. The problem of "integration" identified in the Gallup poll is one which involves many elements of our society. Educational research questions might include whether (1) various curriculum materials help or hinder the integration of children within a single classroom, (2) various styles of teaching contribute to or hinder the integration of children within the classroom, (3) various patterns of participation contribute to community support for the integration of children in schools. This list is extended by educational researchers who realize the problem must be translated into researchable questions before programs can be designed to attack it. Even a problem such as "use of drugs," which many educators feel to be a far more sociological than educational problem, is in the realm of educational research as it seeks better ways to educate children about the social forces which contribute to students' taking drugs and seeks to increase understanding of other means of coping with those social forces.

The NIE programs described on the following pages were established by NCER to bring to bear the best work of educational R&D in this country on the problems which confront educators and the schools. The brief descriptions of the programs include specific examples of activities, many of which have direct relevance to the publicly perceived problems reflected in such indicators as the Gallup poll. The list of problems is obviously greater than those 10 listed in the Gallup poll—various constituencies and groups have their own issues and perceptions. Additionally, NIE has sponsored activities which round out the programs of R&D dedicated to a specific problem. Thus the base of knowledge upon which specific problem-solving activities can draw is expanded to analyze the problems and range of options of diverse constituencies which are responsible for the direction and conduct of educational programs in America.

*Phi Delta Kappan, December, 1975

The National Institute of Education
Programs

Basic Skills



The inability to read remains a widespread handicap in the United States, as indicated in Figure 1. Many persons cannot read simple instructions or fill out applications for drivers' licenses. Without such skills, they are blocked from good jobs and further education. Their chances of becoming intelligent voters or consumers are curtailed. Persons without mathematical skills face similar impediments. Since different tests and surveys give different results, the exact number of Americans severely handicapped by a lack of basic skills is open to debate. Nevertheless, by all accounts, the number is large, with estimates ranging from 15 million to more than 25 million persons. If schools could improve the methods of teaching basic skills, many of the problems identified in the Gallup poll might also be alleviated.

The NIE Basic Skills Group was formed to investigate reading, mathematics, and other fundamental skills; how teachers teach these basic skills; and how this learning and teaching should be evaluated. Curent activities include the following:

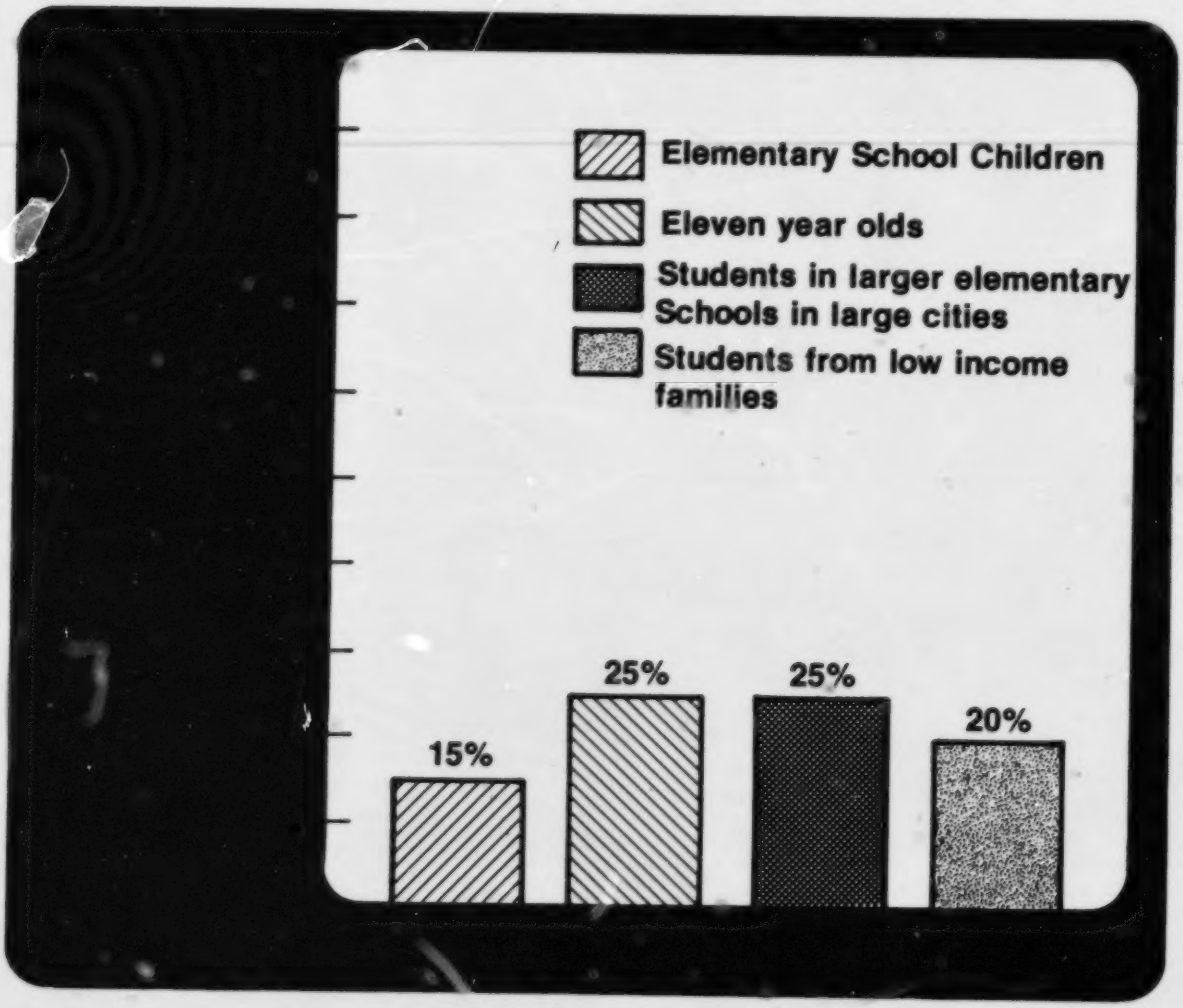
- Funding regional education laboratories and R&D centers to transform advanced research on teaching and learning into products and methods that can be readily used in schools. For example, several R&D centers have developed effective ways to teach children the skills they need before they can learn to read. These methods are being widely disseminated now through commercial publishers.
- Sponsoring research on the nature of reading comprehension and on ways to teach children to understand what they read. This research draws on new and promising developments in psychology and related disciplines which may have a critical impact on children who are unable to make the shift from early reading to skilled reading.
- Developing ways to individualize instruction. For example, the Wisconsin R&D Center has developed the Individually Guided Education Program that uses three to five school staff members and special materials to offer individual instruction within groups of 100 to 150 students. More than 2,000 elementary schools across the country have adopted this approach.
- Finding out what teaching skills are required for specific subjects and specific classroom situations. Research suggests that training teachers in general skills that might be used in any subject has not been effective in increasing student achievement.
- Funding a study by the California Commission for Teacher Preparation and Licensing that will identify what teachers do to make a difference in how well their students achieve in reading and mathematics. The Commission will use the findings to develop a new teacher licensing system.
- Producing an annual publication to keep educators and researchers up-to-date on the findings and significance of research on teaching.
- Sponsoring experimental work to develop tests that tell precisely how well an individual has mastered a skill or subject known to be important for later life. Part of this work is devoted to finding ways of eliminating social and cultural bias from tests.

- Underwriting the development of materials which enable school staff to evaluate their own programs.

- Exploring court decisions that affect education, with emphasis on the contribution social science research can make in formulating such decisions, and the consequences court decisions have for educational activities. Particular emphasis is given to developing local definitions of educational quality.

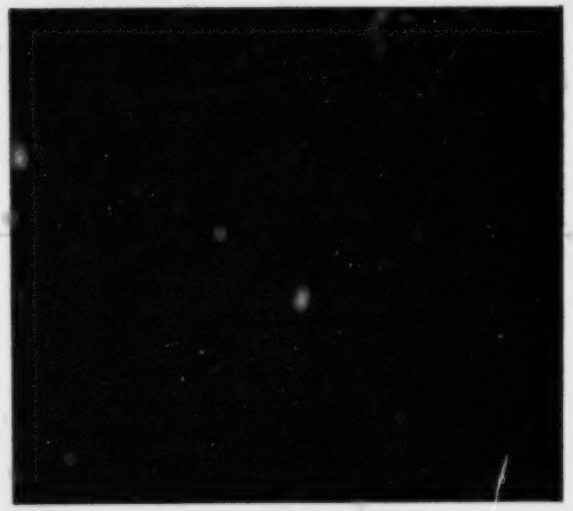
FIGURE 1

THE PERCENTAGE OF STUDENTS READING BELOW THEIR GRADE NORM BY GRADE, BY AGE, BY SELECTIVE TYPE OF SCHOOL, AND BY INCOME



- Providing researchers and evaluators with improved methods of data collection and analysis. A number of the research problems identified in the Basic Skills section have specific application to the problems in schools, as seen by the parents in the Gallup poll.

Educational Equity

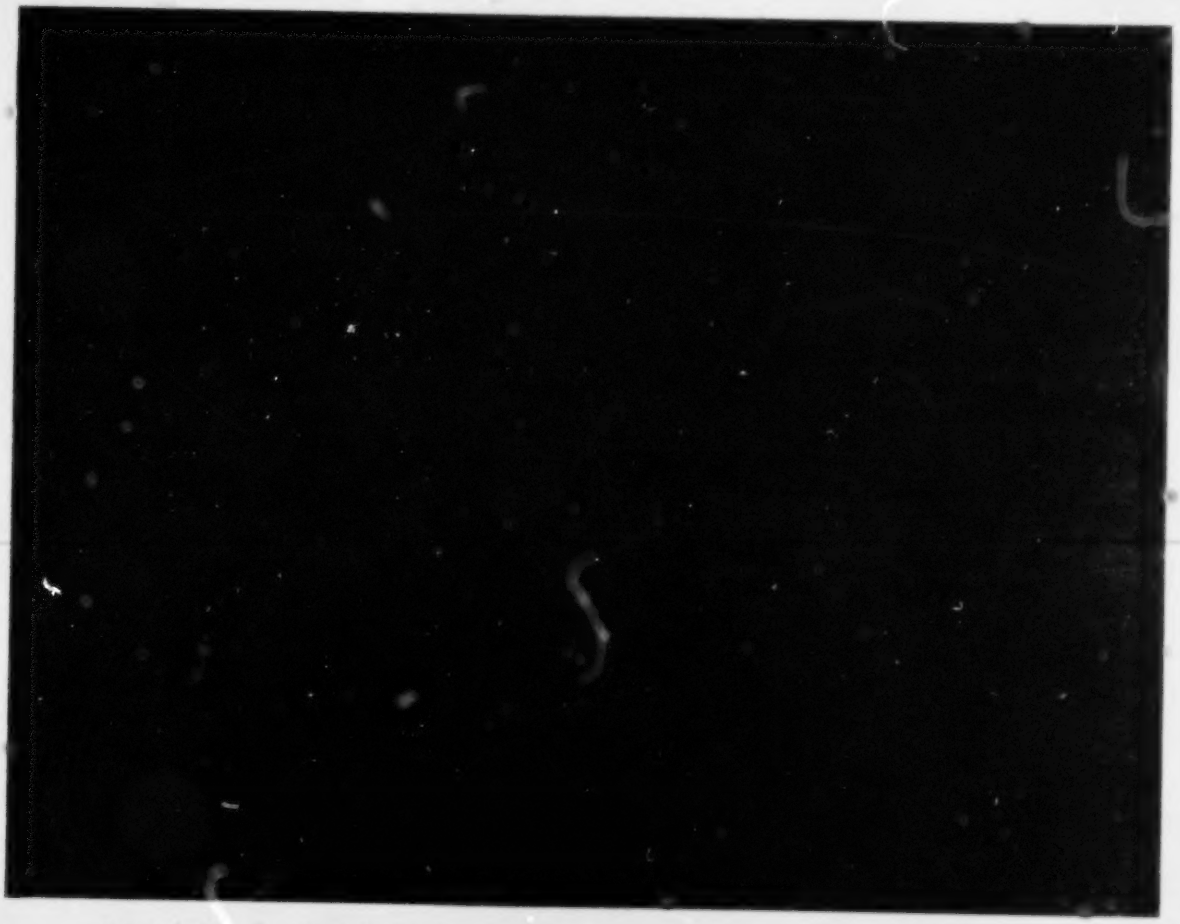


We are a society of diverse peoples and pluralistic values. Emphasis on the recognition of these diverse groups and their need to be served by the society with a greater degree of equity contributed to the creation within NIE of a unit concerned with educational equity.

Millions of Americans are not served well by our educational system. Because of race, sex, native language, or socioeconomic background, these individuals have a limited opportunity to gain a quality education. NIE's Educational Equity Group addresses the special problems of persons who are least well served by our educational system. These include racial or ethnic minorities, women, students whose native language is not English, and students from low-income families.

NIE believes that the special problems of the educationally disadvantaged must be studied and understood so that, through the development of new curriculums and teaching methods, all students can have an equal chance for a quality education. Many of the programs developed by the Educational Equity Group have a very direct bearing on the integration, segregation, and busing problems which so concern the public. Equity Group activities include the following:

- Improving bilingual instruction by supporting research on how students learn, by studying effective teaching techniques, and by developing new bilingual curriculums based on such research. An estimated five million students in the United States could benefit from bilingual/multicultural education. One curriculum developed with NIE funds is already being used with Spanish-speaking first and second graders in several States.
- Evaluating the effectiveness of Federal, State, and local compensatory educational programs. The largest of these, the Federal Title I program, has distributed more than $15 billion to schools in the last decade to aid disadvantaged students. The NIE study, mandated by the Congress, will assess the purposes and effects of compensatory educational programs and evaluate alternative means of distributing compensatory educational funds.
- Improving the educational opportunities available to females, from preschool through maturity. Sex role stereotyping in schools limits students particularly females, in their educational options and career choices. Research efforts include analyzing the social processes that contribute to educational inequity for women, surveying achievement patterns of men and women, and holding a series of minority women's conferences designed to develop further R&D agenda. (Refer to the data in Table 2 and Figure 2.)
- Investigating the problems associated with the school as a social environment. In cooperation with the National Center for Educational Statistics, the Council of Chief State School Officers, and the States, NIE is studying the problem of vandalism and dis-

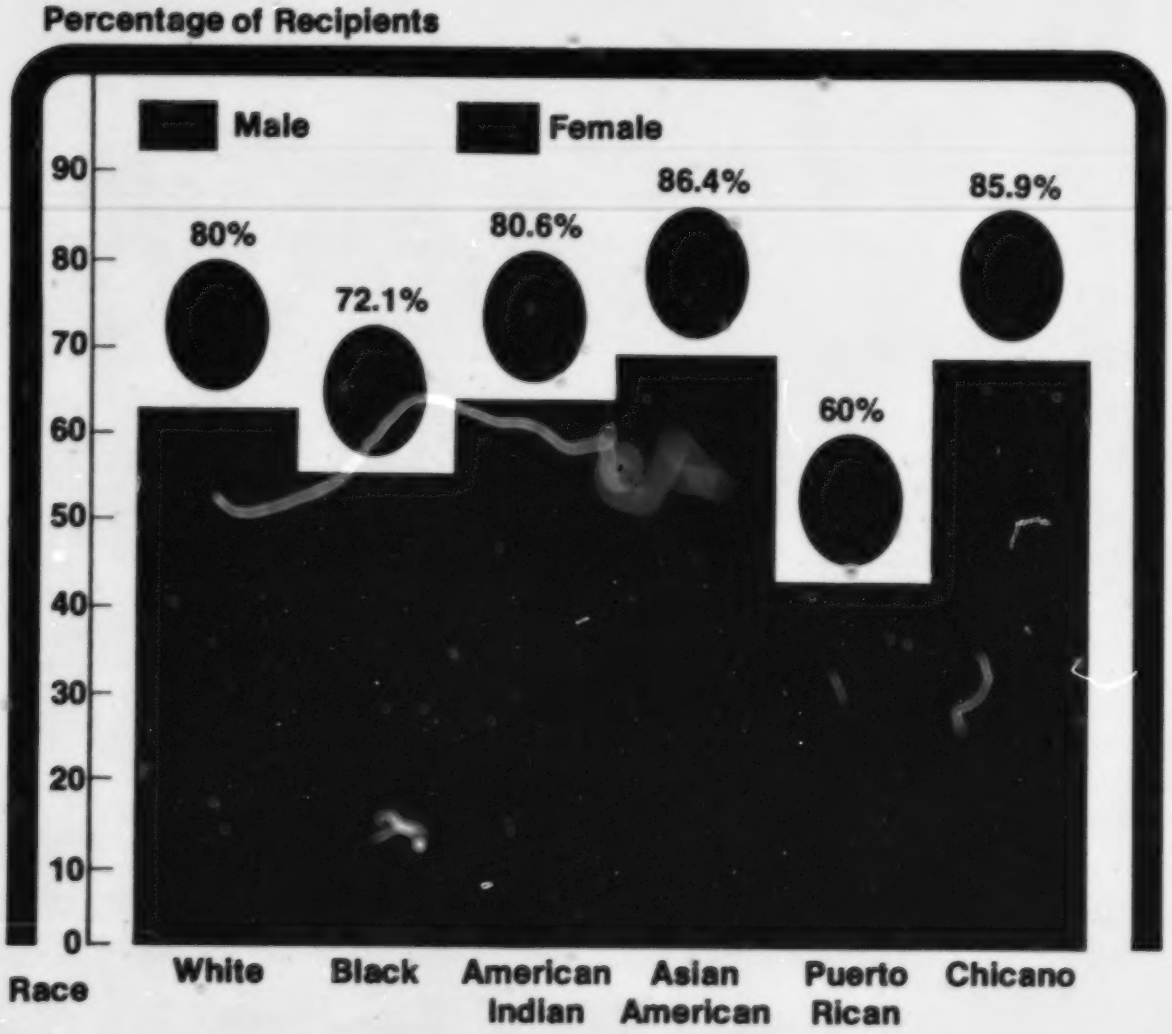


ruption in the schools. School crime costs about $500 million per year, more than the amount spent for textbooks. The emphasis of NIE's study is on the identification of school characteristics which seem to invite disruptive behavior, why some schools have more of a problem than others, and how the school environment can be structured to promote students' social development.

- Investigating school desegregation problems to help educators determine the best means of educating students in desegregated settings. A study of several population groups will determine how various patterns of desegregation have affected school practice and student achievement. Other research will examine the effects of teacher expectations on desegregated classrooms, resegregation tendencies in desegregated schools, unequal "status" conditions in desegregated schools, and judicial uses of social science research findings.

FIGURE 2

SEX PERCENTAGE DISTRIBUTION WITHIN ETHNIC GROUP OF DOCTORATES RECEIVED IN U.S. IN 1974



The source of these data is the *1974 Summary Report of United States Doctorate Recipients*, National Academy of Science.

Education and Work

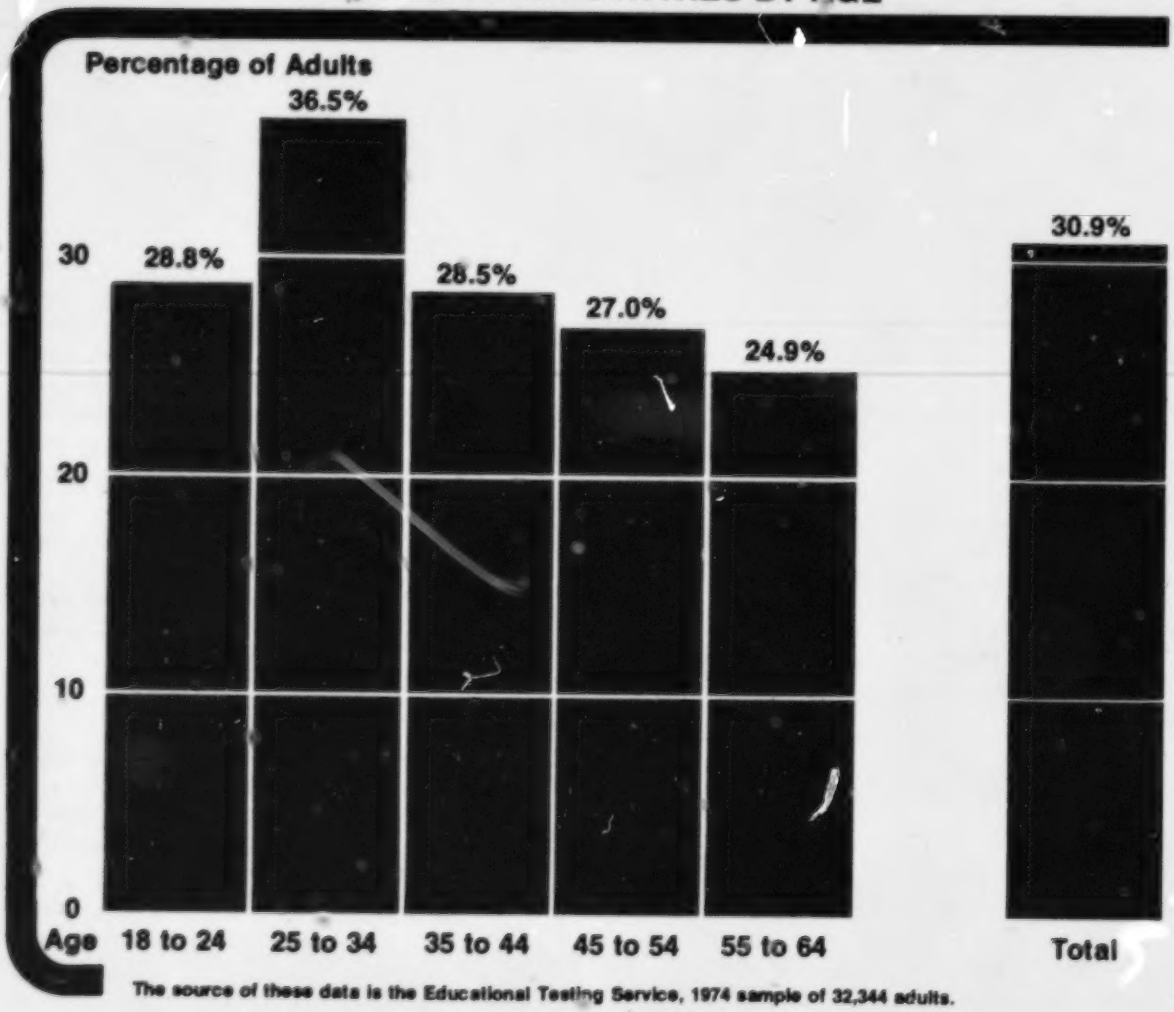
Most Americans are concerned about the relationship between what we learn in school and what we must know to pursue a satisfying career. More than 80 percent of parents surveyed in a recent Gallup poll thought that education is very important to employment success. At the same time, employers are concerned because many high school graduates do not have the skills needed to perform well in a job. In addition, as shown in Figure 3, millions of working adults want to further their education or training to move into more satisfying careers.

NIE believes education can and must be made more relevant to work. To bring education and work closer together, NIE's Education and Work Group is involved in the following projects:

- Continuing the development and testing of an Experience-Based Career Education (EBCE) program. EBCE allows high school students to explore a variety of careers through nonpaying jobs in the community while maintaining a full academic program. Now in its fourth year in Philadelphia, Pennsylvania; Oakland, California; Charleston, West Virginia; and Tigard, Oregon, EBCE will spread to more than 100 school systems in the coming year with support from both NIE and the U.S. Office of Education.
- Producing a "career awareness" educational television series for students in grades four to six. The programs are designed to give students a better understanding of the broad range of careers they might consider and to expand their interests and preferences, so that the negative consequences of sex and race roles are reduced.
- Developing, testing, and disseminating more effective guidance and counseling materials such as a kit for sex equality in counseling, a source book for counseling women, and guidelines for assessing sex bias in vocational interest tests.
- Testing and disseminating new curriculums for career education. For example, a curriculum developed for junior high students by the Center for Vocational Education at Ohio State University lets students explore, through simulations, a number of occupations and work environments.
- Conducting research on how people make career choices and what kinds of skills are most useful in first jobs.
- Developing selection and evaluation tools to help local school systems select career education materials.
- Completing the development and evaluation of an alternative high school program run by the Opportunities Industrialization Center in Philadelphia that gives high school dropouts and potential dropouts a

FIGURE 3

PERCENTAGE OF ADULTS PARTICIPATING IN EDUCATIONAL ACTIVITIES BY AGE



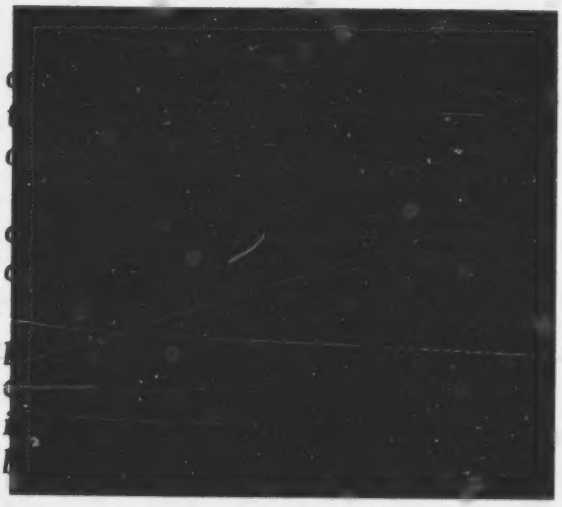
The source of these data is the Educational Testing Service, 1974 sample of 32,344 adults.

chance to develop and realize their career aspirations.

- Completing the development of a rural residential career education program that offers low-income families in six Western States the training and guidance they need to break the poverty cycle.
- Developing guidance and counseling materials that assist adults in making decisions about entering or reentering the labor market, obtaining career training, or acquiring a postsecondary degree.

- Investigating the reasons for low adult participation in both public and private programs that provide funds for postsecondary education and then designing pilot projects to increase participation for those adults wishing to continue their educations on a part-time basis.
- Beginning a study of occupational mobility and transferable skills to improve the contribution of educational experiences in enabling individuals to successfully change occupations or careers when they want to or are forced to by developments in technology.

Finance and Productivity



NIE's Finance and Productivity Group deals with education's critical problem of limited resources and apparently unlimited demand. This is one of the problems which most concerned the public according to the Gallup poll. Educational expenditures in the United States have risen from about $9 billion in 1950 to approximately $120 billion in 1975, while the fraction of the gross national product devoted to education rose from 3.4 percent to 7.4 percent in the same period.

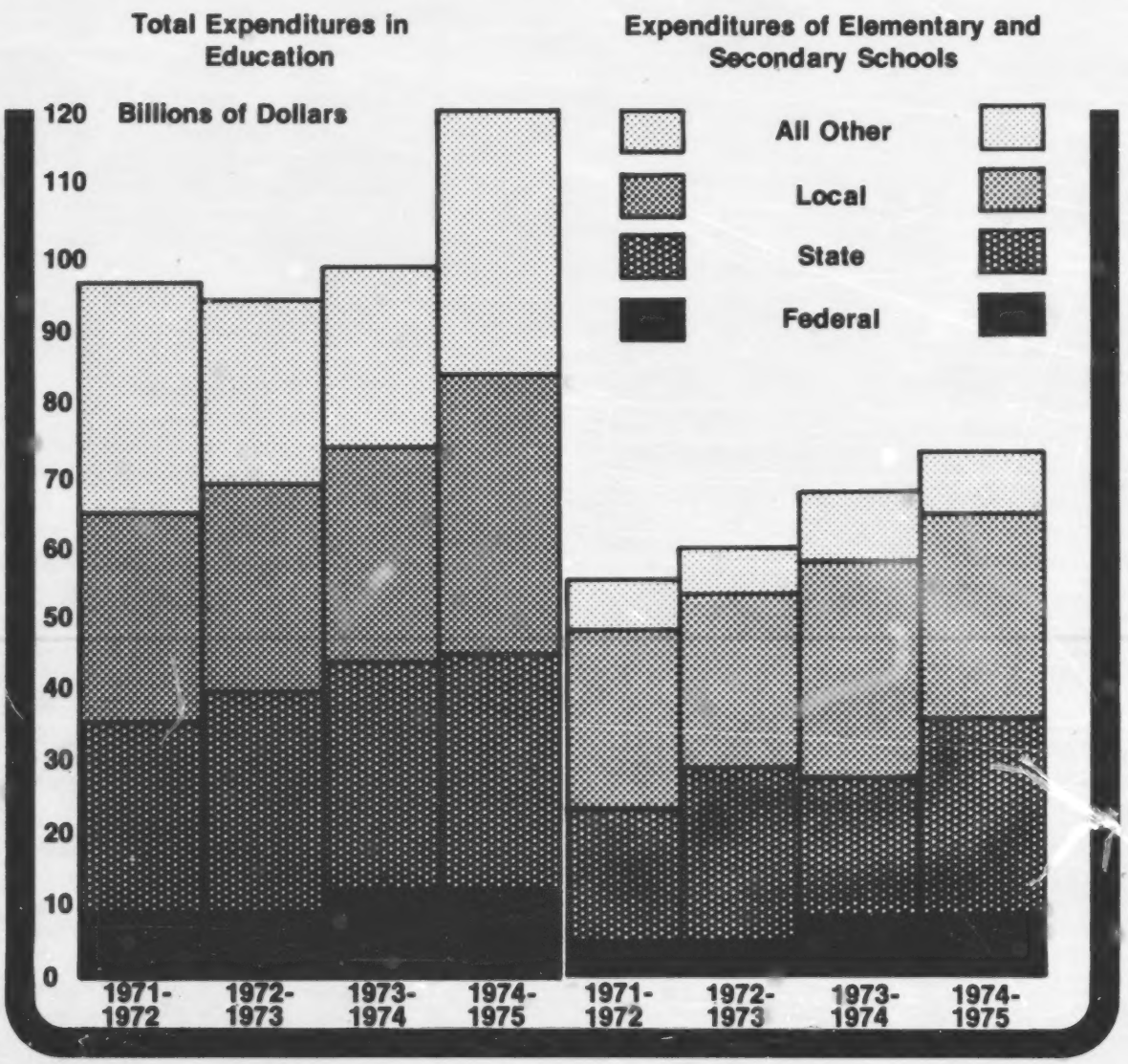
Although educational costs have risen steadily, there is no evidence that the education of the average student has improved nor that there is any greater taxpayer satisfaction with the quality of education received. Furthermore, there are continuing inequities in the ways money is collected and spent.

To insure the best possible educational system at the most reasonable cost, NIE's Finance and Productivity Group has undertaken the following projects:

- Assisting States and local districts in reforming inequitable school finance systems. For example, a handbook for State legislators has been prepared which explores the major issues involved in drafting State school finance reform legislation.
- Funding a group of experimental school projects, each designed by a local school system to improve the quality of education offered its students. Examples include providing bilingual instruction; individualizing instruction so that students can master subject materials at their own pace; and, through the National Urban League, establishing "street academies" to provide an education and a diploma to high school dropouts.
- Studying Oregon high school graduation requirements based on life skills. NIE will gain information about how the lives of graduates from competency-based high school programs differ from those of graduates from traditional programs, and will get other information on program effectiveness to help policymakers determine the usefulness of competency concepts.
- Helping improve the management of colleges and universities through support of the National Center for Higher Education Management Systems. The Center is working on problems of standardizing management data and improving information exchange among universities through the development of computer programs and related documentation.
- Supporting the alternative educational programs of the University of Mid-America

FIGURE 4

ESTIMATED EXPENDITURES OF PUBLIC ELEMENTARY AND SECONDARY SCHOOLS BY SOURCE OF FUNDS, 1971–72 to 1974–75

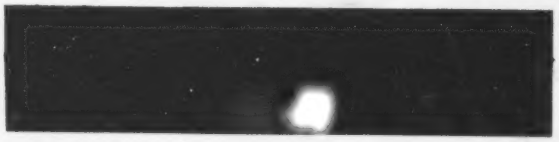


The source of these data is *The Condition of Education*, NCES 75 ed.

(UMA), a consortium of five universities in Nebraska, Iowa, Missouri, and Kansas. UMA offers credit and noncredit courses to adults who cannot attend a traditional university. An experiment in the use of mass media, UMA has an open admissions policy, allows learners to proceed at their own pace, and provides learner support centers.

- Developing a series of telecommunication programs to deliver educational services and instruction via satellite to students, teachers, and parents in 17 States. The satellite has sent educational programs to students in isolated communities in Alaska, Appalachia, and the Rocky Mountains.

School Capacity for Problem Solving



Recent studies suggest that while school improvement can come from many sources, the key to successful innovation rests with the organizational and managerial aspects of the schools themselves. The way a school or school district, as an organization, makes decisions and implements programs, rather than the programs themselves, can determine success.

NIE's School Capacity for Problem Solving Group was established to help schools develop organizational skills to improve their performance continuously.

Many good problem-solving strategies already exist in both urban and rural school systems across the country. Because these deserve further development, study, and dissemination, the Group is supporting a variety of locally based strategies including the following:

- Involving the community in making key school decisions. For example, in the East Harlem-Yorkville area of New York City, community representatives planned and developed their own school, East Park High, which has become a center for the entire neighborhood. In the Watts area of Los Angeles, 10 local mental health, medical, and educational agencies are providing services to elementary school students.
- Aiding teachers in expanding their roles. For example, in Louisville, Kentucky, and San Jose, California, teachers are taking on new responsibilities for making managerial and instructional decisions. In a Minneapolis teacher center, teachers are helping each other to adapt their instructional methods to the city's new alternative school system.
- Supporting alternative organizational and teaching methods. For example, a large junior high school in New York City has divided itself into a series of minischools to bring teachers and students closer together.

In another project, teachers interested in starting open education in their classrooms are getting training and support from educators at the City University of New York.

- Documenting and analyzing the various problem-solving strategies being tried out in nine urban schools. The Center for New Schools in Chicago, with a 5-year NIE contract, will follow each school project, learn why certain approaches seem to work better than others, and then help other interested schools to build on the experience of those nine sites.
- Examining the basic processes underlying school organization and systematic improvement. How do different patterns of decisionmaking affect the performance of schools? What support can school systems provide to faculty and staff to help them improve the performance of their school? Why are some districts more successful and what can be learned from them?
- Instituting informal networks of educators and community members as a means of spreading new ideas and problem-solving approaches.

Dissemination and Resources

The findings of educational R&D have helped schools far less than they could. R&D performers and dissemination specialists in State, regional, and local education agencies and in higher education institutions have not developed effective systems to make knowledge available and to help educators.

Over the past decade, about 600 R&D products (tests, teacher guides, texts, films, administrative manuals) have been completed with Office of Education and NIE funding. By mid 1976, NIE will publish a catalog describing 578 such products. Table 3 shows the number of products being used in each State and the percentage that number represents of the full 578 completed products.

NIE is committed to providing teachers and administrators with the best and most useful results of educational R&D and current practice. The principal dissemination objective is to help increase the impact of educational R&D results in school practice.

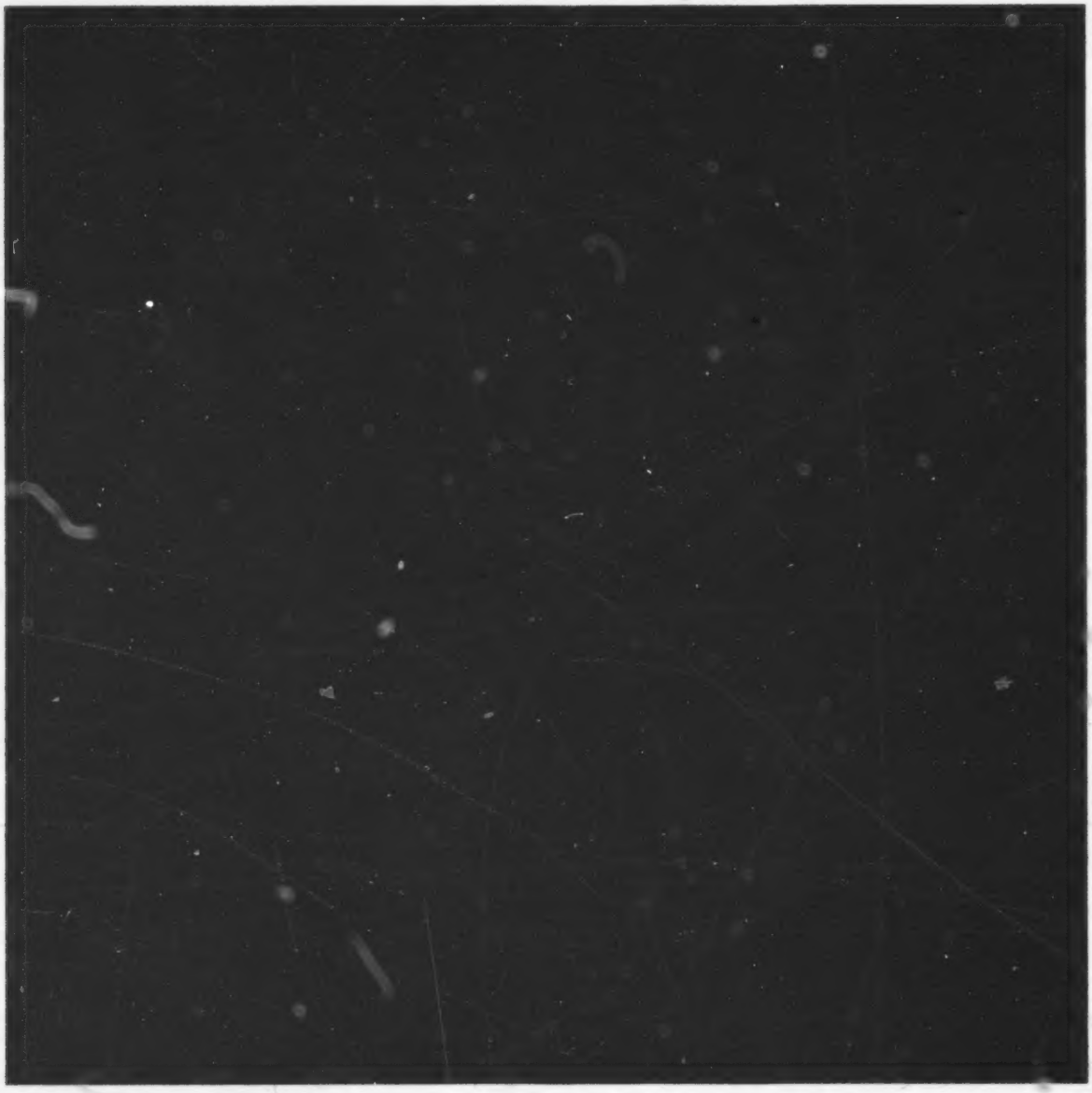
Dissemination programs are designed to serve as a catalyst for developing networks of linkage organizations. Such organizations serve users—teachers, administrators, and policymakers—by providing them with information about products and practices. Linkage activities supported by the Dissemination and Resources Group augment the capacities of existing organizations at the Federal, State, and local levels.

For example, a strategy initiated in 1975 is directed at improving the capacity of State education agencies to serve as linkage organizations. All States deliver some dissemination services to educators within their jurisdiction. Consequently, NIE recognizes the States as key links in improving

local educational practices and in delivering informational services.

Research is also undertaken to improve the understanding of how knowledge is disseminated and put into practice. The outcomes of such research help design programs to speed the flow of new ideas and useful innovations to schools. The Dissemination and Resources Group is engaged in the following activities:

- Building the capacity for disseminating knowledge to serve educators' needs in 10



State education agencies, with the opportunity provided to all other States and territories to participate in the capacity-building program over a 5-year period.

- Supporting research, prior to initiating a program during FY 1976, that will identify and assess ways local school systems can work with State education agencies, intermediate services units, and R&D organizations to use effectively the results of R&D to solve locally identified problems.
- Maintaining and improving the Education Resources Information Center (ERIC), whose network of 16 specialized

clearinghouses collects and makes available research reports and articles which are used more than 10 million times per year. Data on ERIC use are shown in Tables 4 and 5.

- Supporting R&D activities to improve the scope and quality of information services available to educators. Such activities include identifying the information needs of educators and assessing the capacity of present information services to meet those needs.
- Developing and distributing research-based publications geared to the needs of practicing educators. Recent examples are interpretive reports on continuing education for the elderly, and on the social and cognitive development of young children as applied to classroom practice.
- Preparing and distributing catalogs describing educational R&D products developed in whole or in part under NIE sponsorship. One such catalog describes 660 products, their intended users, procedures for implementation, cost to users, availability, and developers' claims. (See Table 5.)
- Operating the copyright program for the HEW Education Division, which brings together developers and publishers to achieve commercial distribution of Federally funded products.
- Producing the *Databook* and a related technical report containing systematic compilations of available quantitative information. These reports are the most complete and up-to-date sources of information on what is currently known about the educational R&D system.

Organizations Performing Research and Development in Education

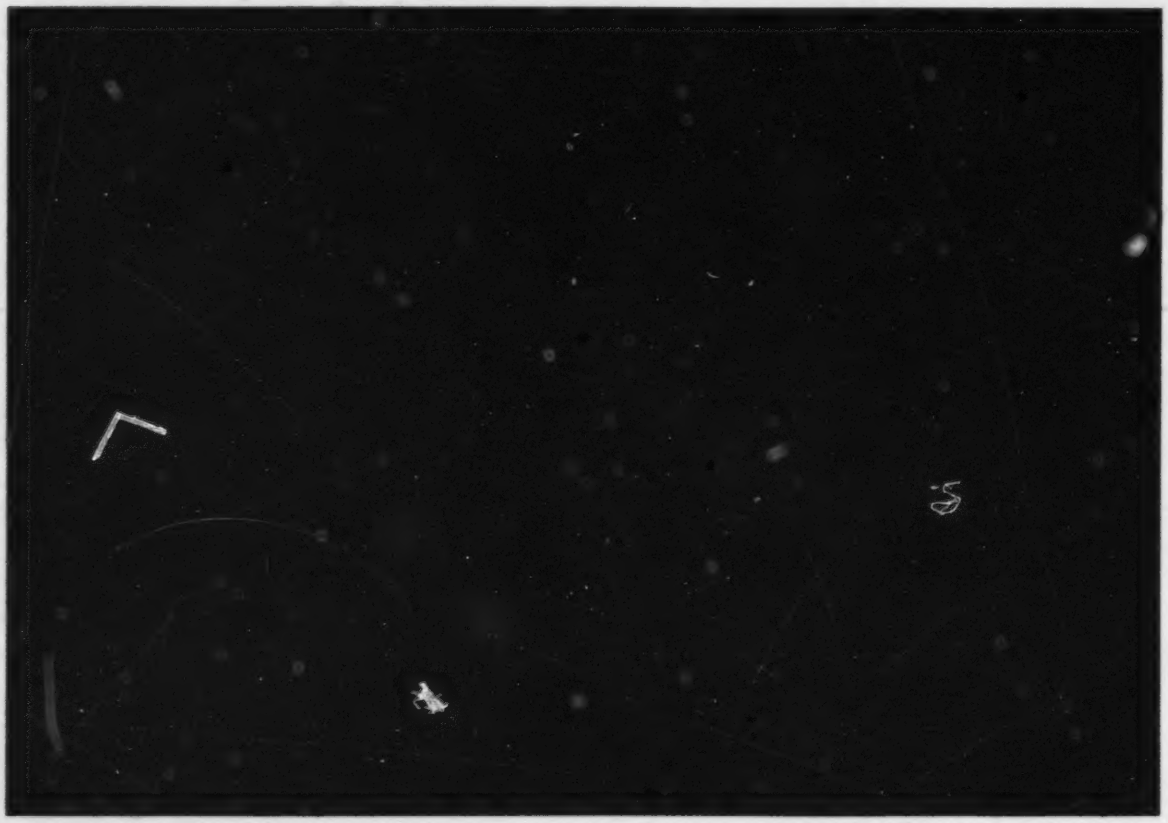
R&D Organizations

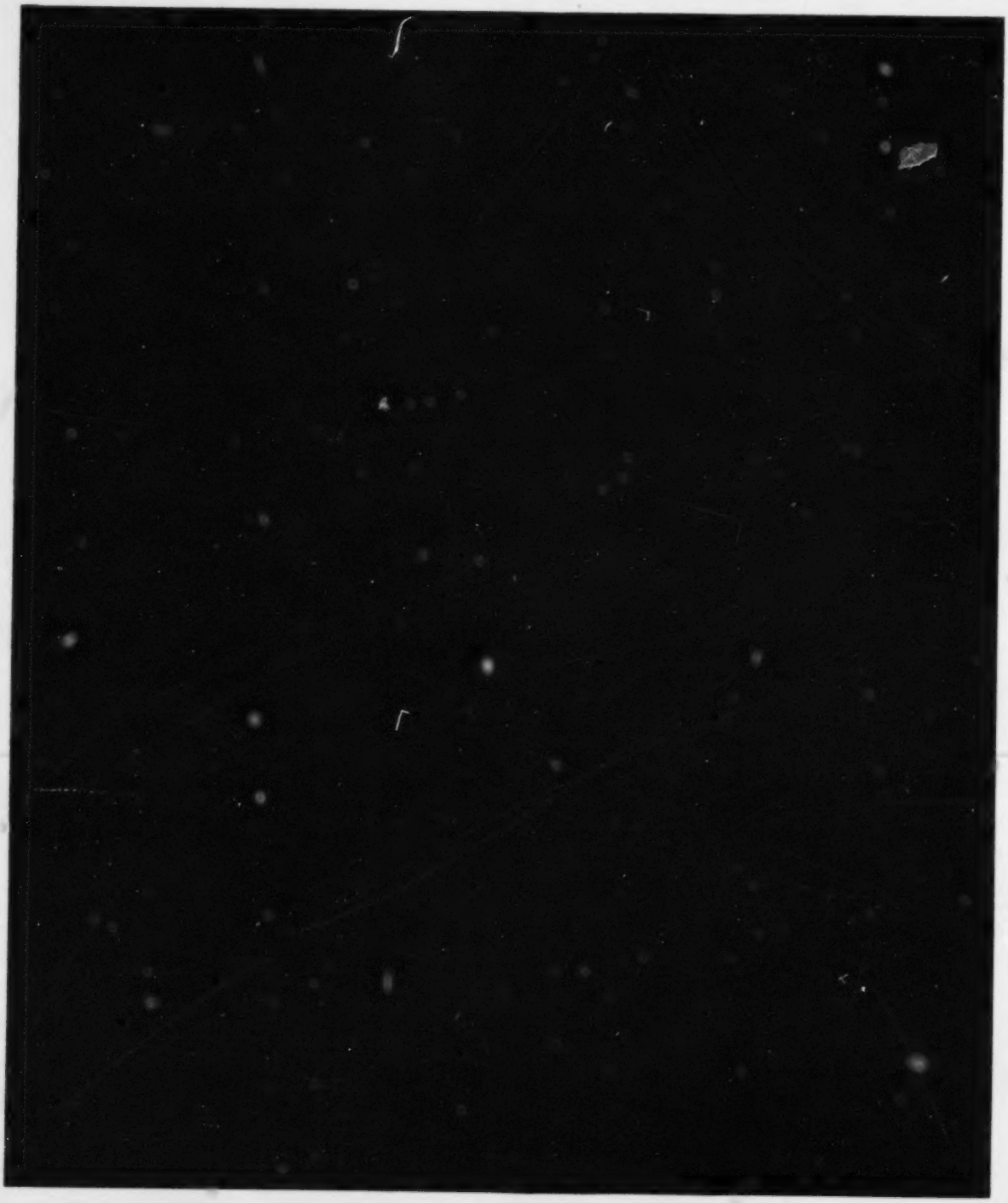
Although NIE has been charged with Federal leadership in building* and coordinating** the overall educational R&D efforts in the Nation, many other organizations are involved. As indicated in Table 6, approximately 30 Federal agencies (Appendix B) fund educational R&D to a total of approximately $511 million. Representatives of these repective agencies meet as the Subcommittee on Research, Development, Dissemination, and Evaluation (RDD&E) of the Federal Interagency Committee on Education—a group whose responsibility is the informal coordination of national educational R&D programs and fiscal support. With NIE's Director as the appointed chairman of the Subcommittee, the Institute plays a major and complementary role in coordinating the total Federal investment in educational R&D.

Another group of organizations is comprised of NIE regional laboratories and R&D centers. NIE has continued to support many of the regional R&D labs and centers transferred from the sponsorship of the Office of Education to the auspices of NIE. These 17 labs and centers, listed in Table 7, received approximately 40 percent of NIE's total funds this year. Their capabilities and output have contributed much to the overall growth of educational R&D in the last decade; in fact they have been one of the cornerstones in the development of a strong R&D effort throughout the Nation.

* Enabling legislation is Public Law 92-318.

** Campbell Report (R&D Funding Policies of the National Institute of Education: Review and Recommendations).

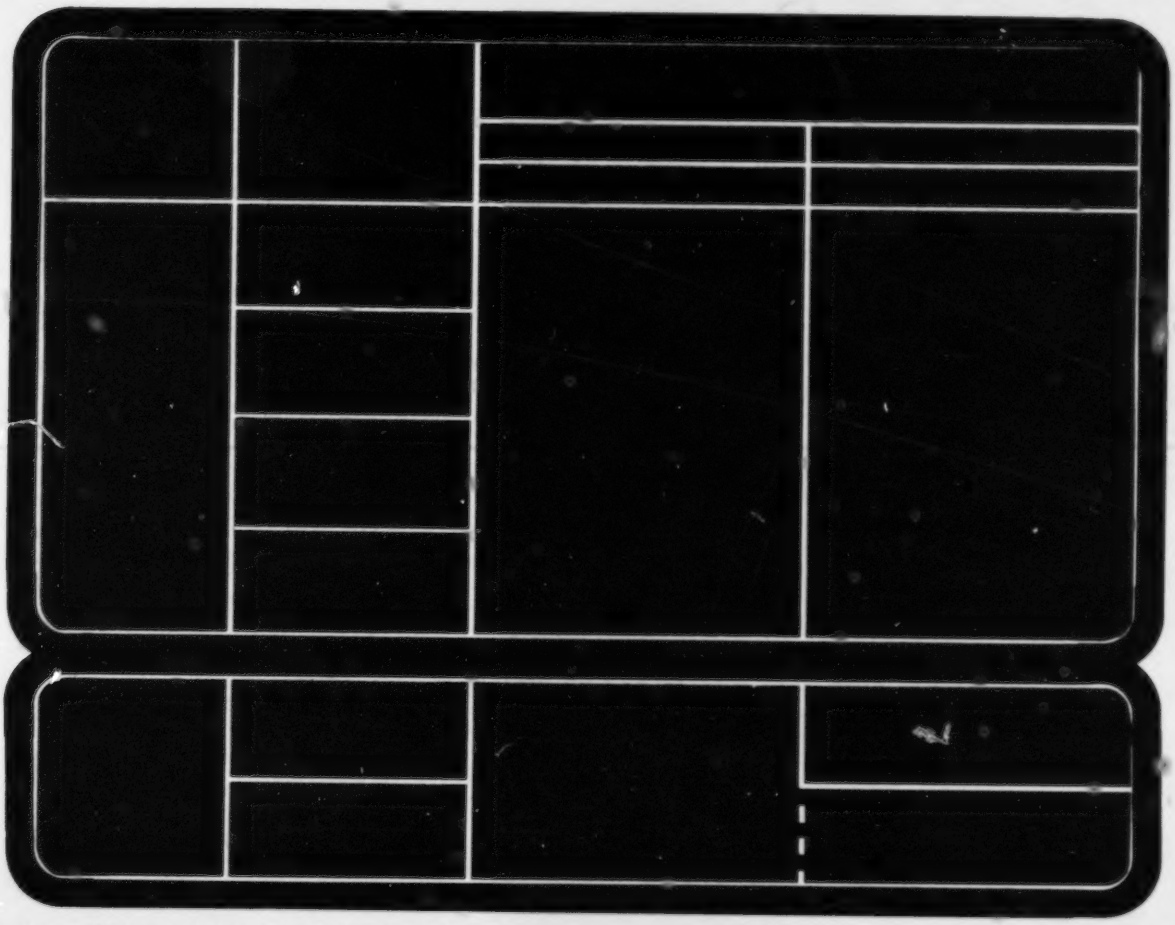




However, current policy reviews suggest a different relationship with NIE in the future due to the overwhelming growth, diversity, and capability of other organizations now performing educational R&D. In fact, as many as 2,500 organizations are likely to be currently involved in some phase of social problem research in education. Of the approximately 12,000 R&D organizations listed in the Gale *Research Center Directory*, nearly 20 percent were identified as educational R&D units. The others were described as organizations concerned with research in the social sciences, humanities, and professions or as multidisciplinary organizations. Recent NIE grants competitions drew as many prospectuses from social science fields as from education.

FIGURE 5

THE INSTITUTIONAL AND FUNCTIONAL STRUCTURE OF KNOWLEDGE PRODUCTION AND UTILIZATION IN EDUCATION



The source of these data is *Building Capacity for Renewal and Reform* **(1973), NIE.**

Educational R&D is carried on in universities, nonprofit and profit corporations, State departments of education, intermediate school districts, professional associations, consortia, and ad hoc organizations, as outlined in Figure 5. Traditionally the research setting was academia, but educational R&D over the past decade has shifted from that setting.

The Cooperative Research Program of 1954 marked the emergence of a major Federal role in funding educational R&D. This program initially could contract only with higher education institutions and with State education agencies. Through 1964, the Office of Education committed about 85 percent of its program funds to academic performers. In 1965, the Cooperative Research Act was modified by Title IV of the Elementary and Secondary Education Act to permit the award of grants as well as contracts and to make all kinds of organizations eligible. By 1968, the share awarded to academic performers had fallen to 55 percent, and in 1975, it was 45 percent. NIE is similarly attempting to broaden involvement. In 1973, 36 percent of all program funds went to academic institutions; in 1974, 27 percent; and in 1975, 25 percent. These figures further reflect a shift in emphasis, from research to development to dissemination.

Nonprofit, nonacademic organizations perform every function implied in the broad scope of educational R&D. They are strong contenders for Federal contracts and grants. In 1973, they were awarded 41 percent of NIE program funds; in 1974, 54 percent; and in 1975, 57 percent.

Governmental units at the State and local levels make up another important sector of educational R&D activities. At the State level, Federal support of such endeavors has ranged from 50 percent to nearly 80 percent of the total amount spent. Much State activity complements Federal emphases by concentrating on dissemination and linking functions, as well as on special projects.

Many local school districts maintain separate educational R&D offices. Along with evaluation, they focus on applied R&D and dissemination activities with a quick and relatively assured payoff. State and local governments received 18 percent of NIE funds in 1973, 5 percent in 1974, and 11 percent in 1975.

Participation in educational R&D by the private for-profit sector is generally undocumented. The proportion of Office of Education funds for this category remained below 1 percent through 1966. It was 2 percent in 1968. By 1975, for-profit organizations obtained 3 percent of NIE program funds and in 1975, 5 percent.

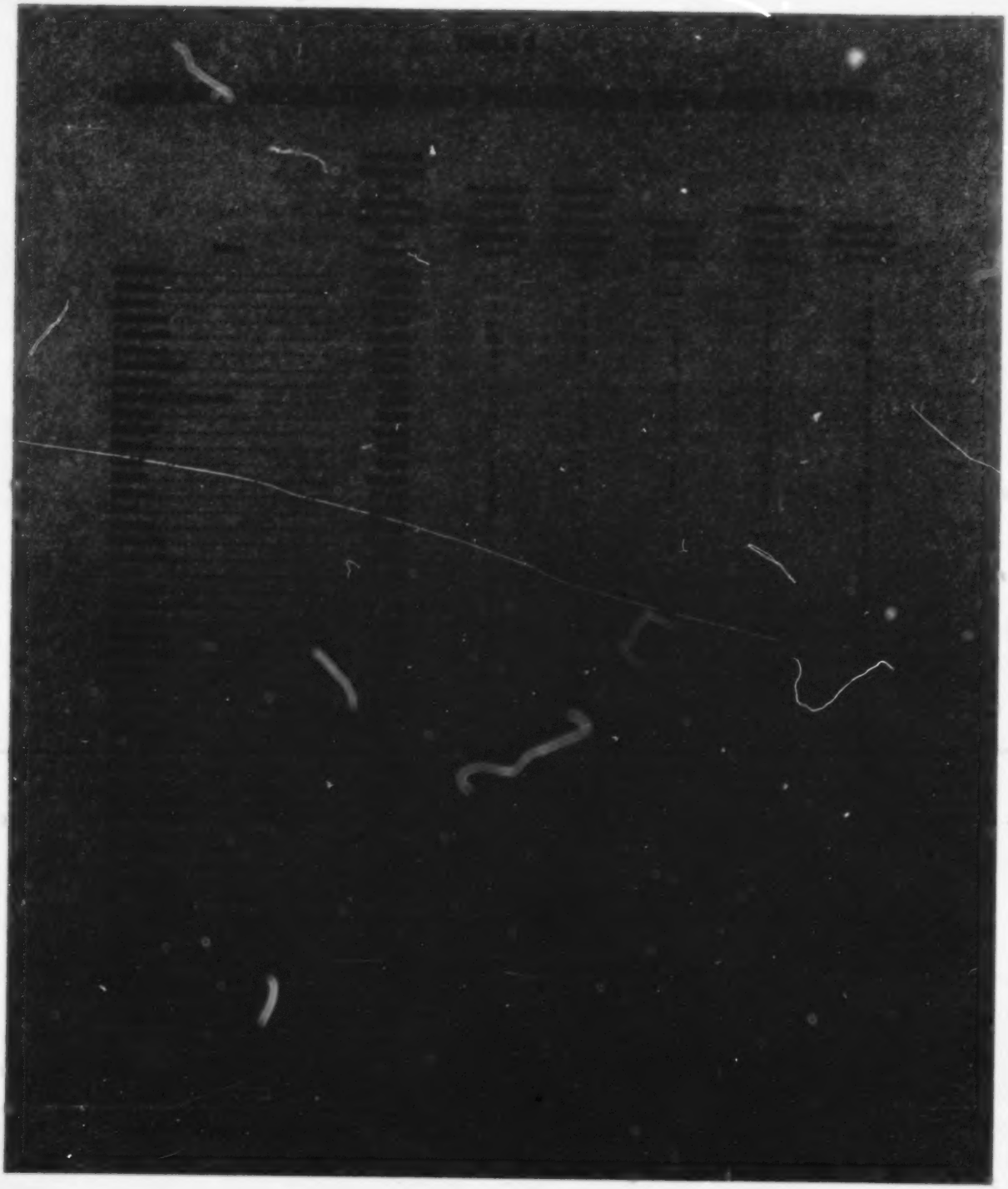
The Problem of Linkage

All States have education agencies that provide R&D and dissemination services to their school systems. In 32 States, these agencies work through intermediate units; in the other States, they connect directly with the schools. The traditional county unit remains the intermediary in some States; in others, regional educational service agencies have replaced it. Many States also have regional cooperatives, in which membership is voluntary, that carry out many of the same functions as the intermediate State agencies. About 400 multipurpose service units now exist, many serving rural and semirural areas.

Table 8 shows a State-by-State distribution of other linkage facilities and programs. General educational information centers, which provide information support to practitioners in the field, exist in only 36 States. As detailed in Table 8, five States contain 60 of the total 146 centers.

There are an estimated 208 teacher centers in the United States. As also shown in Table 8, 12 States report no teacher center at all, while the 10 leading States have 55 percent of those counted. Other linkage institutions are similarly concentrated.

The difficulty of coalescing into a network is common to many linkage organizations. Multiple network arrangements would mean more effective dissemination of products and information educational R&D generates. Therefore, NIE's principal dissemination objective is to provide the catalyst for coalescing networks to link products and practices to teachers, administrators, and policymakers, who require up-to-date information. New linkage programs can augment the capacities of existing resources at Federal, State, and local levels. Such programs will build toward both a generalized problem-solving capacity and a concentration on specific problem areas.



Educational R&D Personnel

Just as the overall growth of R&D organizations has been extensive, so too the pool of potential—not actual—educational R&D personnel has grown steadily in the past 2 decades. In fact, it grew by approximately 3,800 persons in 1973, compared to a growth of fewer than 1,000 persons in 1955. It took 11 years, from 1955 to about 1966, for the pool to double in size. It took only 7 years, from about 1966 to 1973, for the pool to double again, resulting in fourfold growth over the 2 decades. It is estimated that there are now more than 10,000* active educational R&D personnel in the U.S.

However, despite this growth, the involvement of women and minorities—especially minorities—in educational R&D has not expanded sufficiently for the work force to be representative. Currently, NIE is undertaking a special study to assess this problem and to propose specific remedies.

* *Databook.*

Financial Review

In recent years, the Federal share of all money expended for educational R&D has been approximately 80 percent.

In 1975, Federal appropriations to NIE totalled $70,357,000, or about 14 percent of all Federal support for educational R&D.

Tables 9 and 10 and Figures 6, 7, and 8 show NIE's distribution of funds by program area, research activity, and level of education.

FIGURE 6

PERCENTAGE ALLOCATION OF NIE FUNDS BY PROGRAM

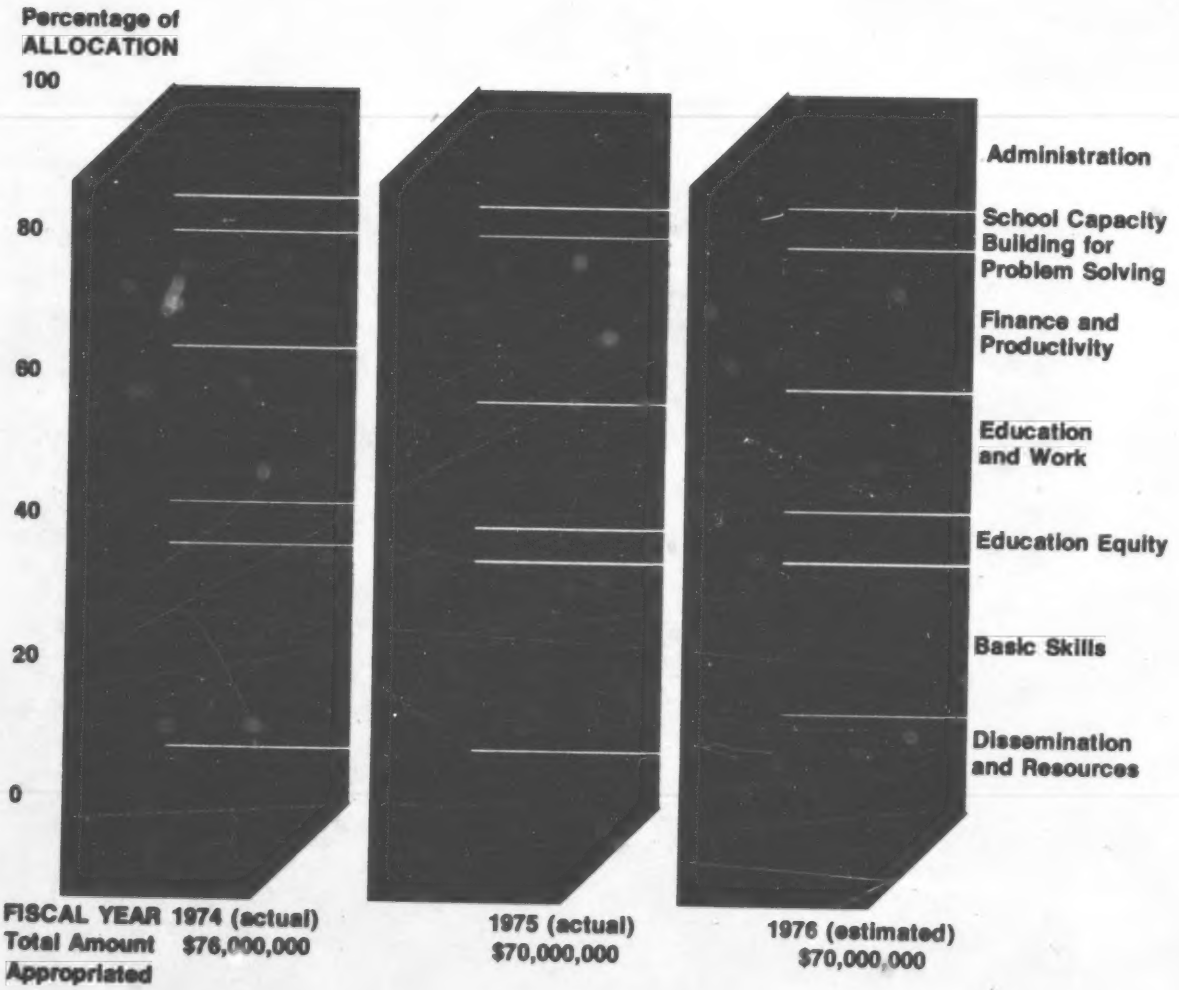
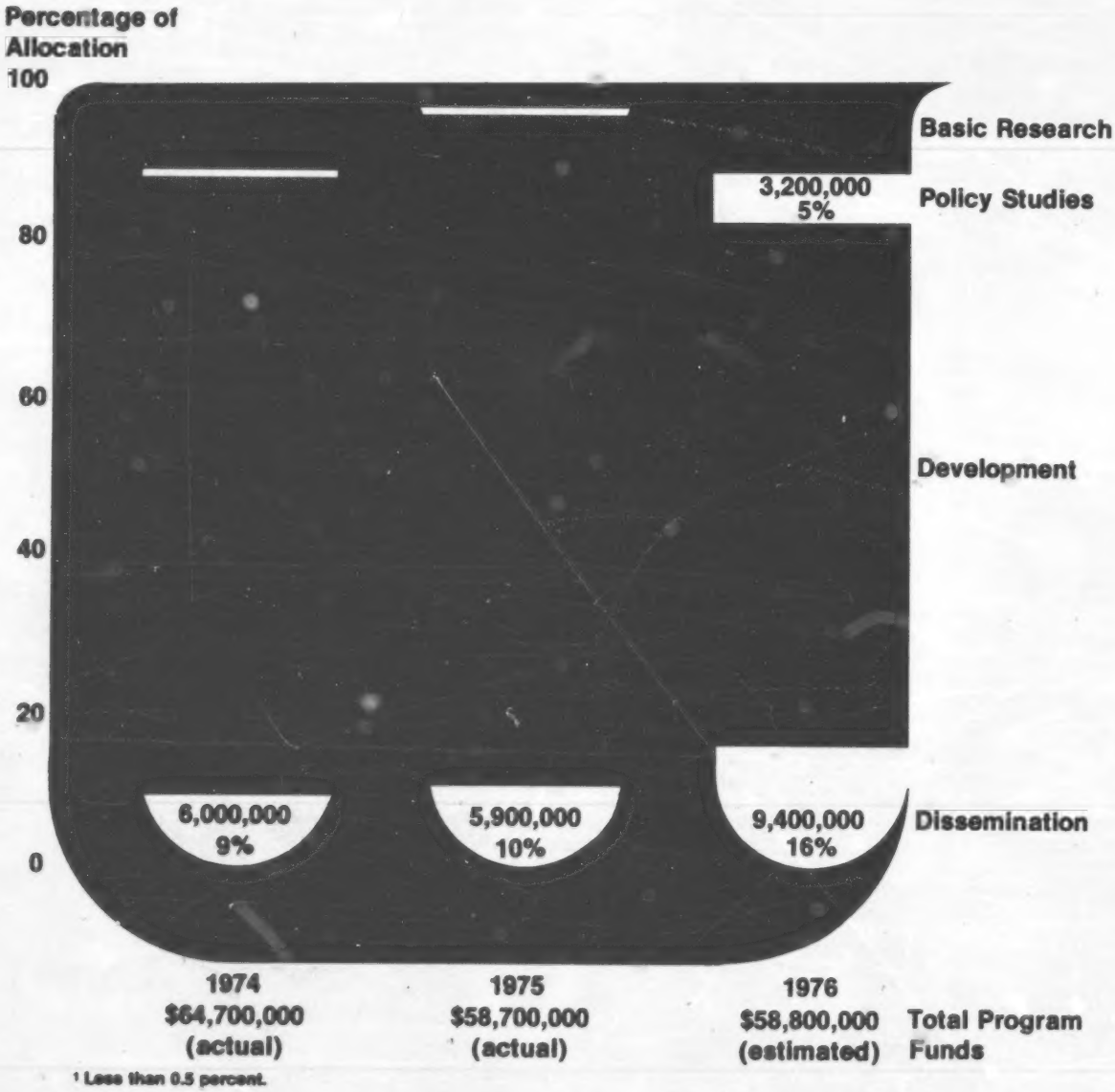


FIGURE 7

ALLOCATION OF NIE FUNDS BY TYPE OF RESEARCH ACTIVITY



[1] Less than 0.5 percent.

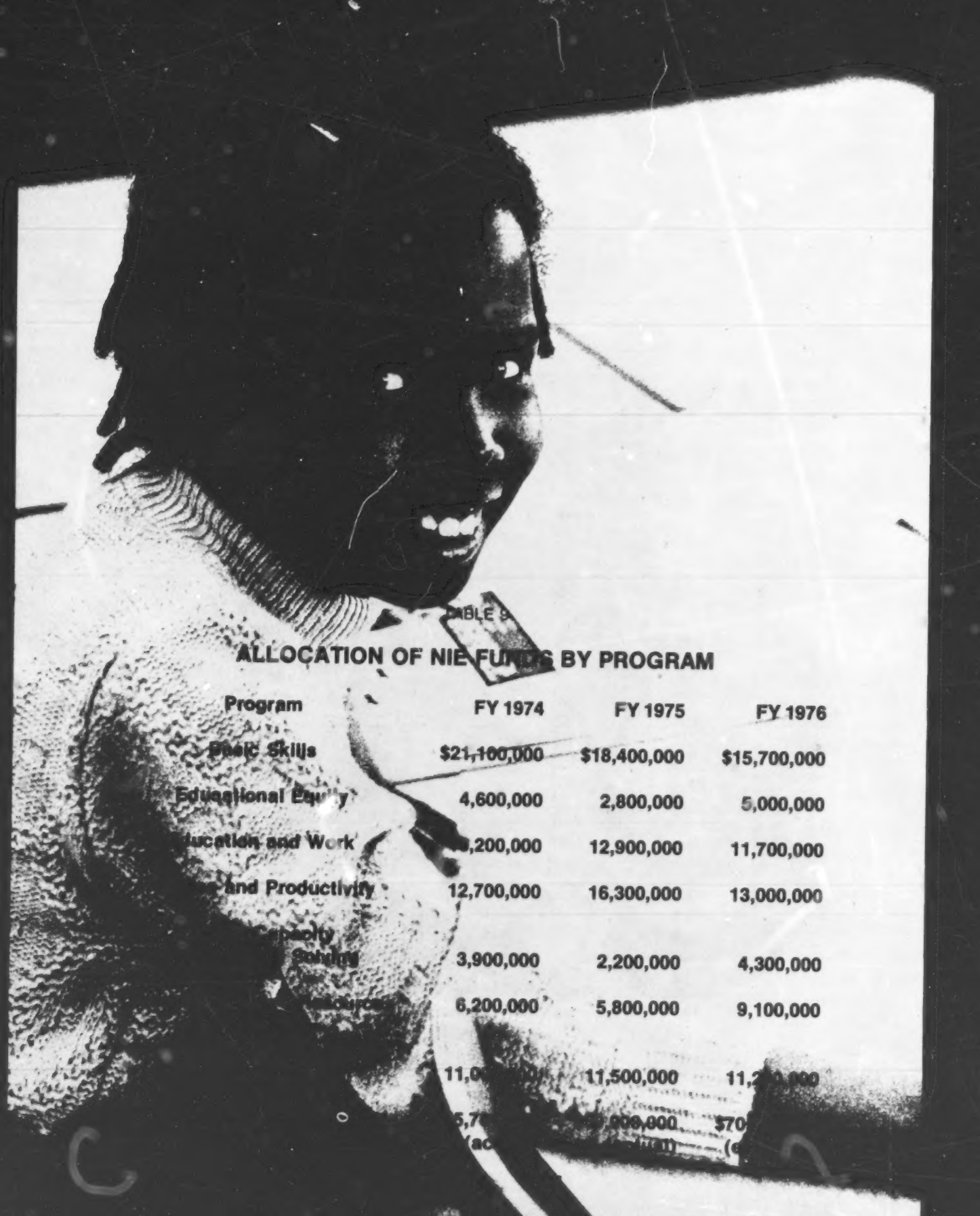


TABLE 8

ALLOCATION OF NIE FUNDS BY PROGRAM

Program	FY 1974	FY 1975	FY 1976
Basic Skills	$21,100,000	$18,400,000	$15,700,000
Educational Equity	4,600,000	2,800,000	5,000,000
ucation and Work	,200,000	12,900,000	11,700,000
and Productivity	12,700,000	16,300,000	13,000,000
pacity Building	3,900,000	2,200,000	4,300,000
esources	6,200,000	5,800,000	9,100,000
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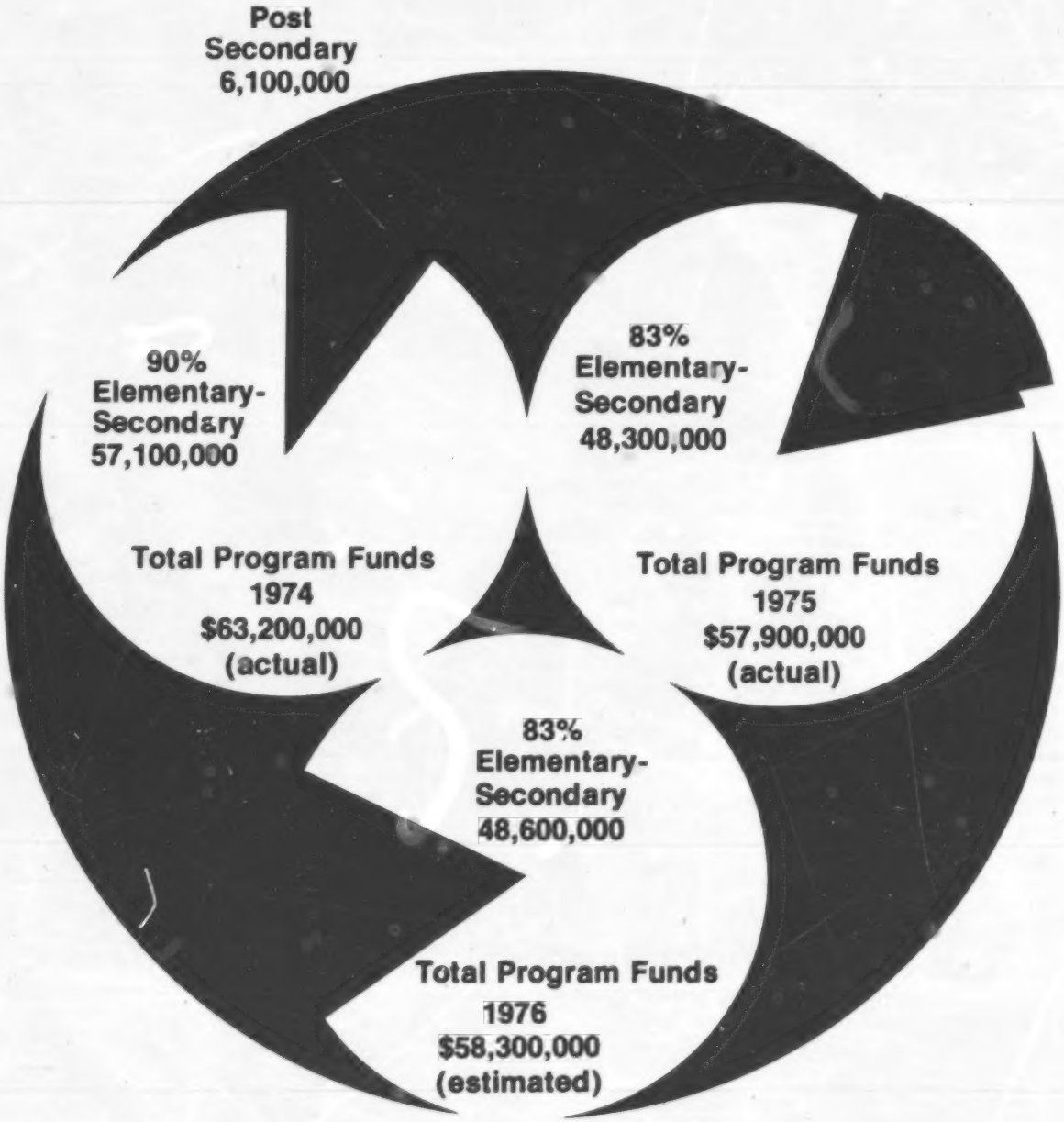
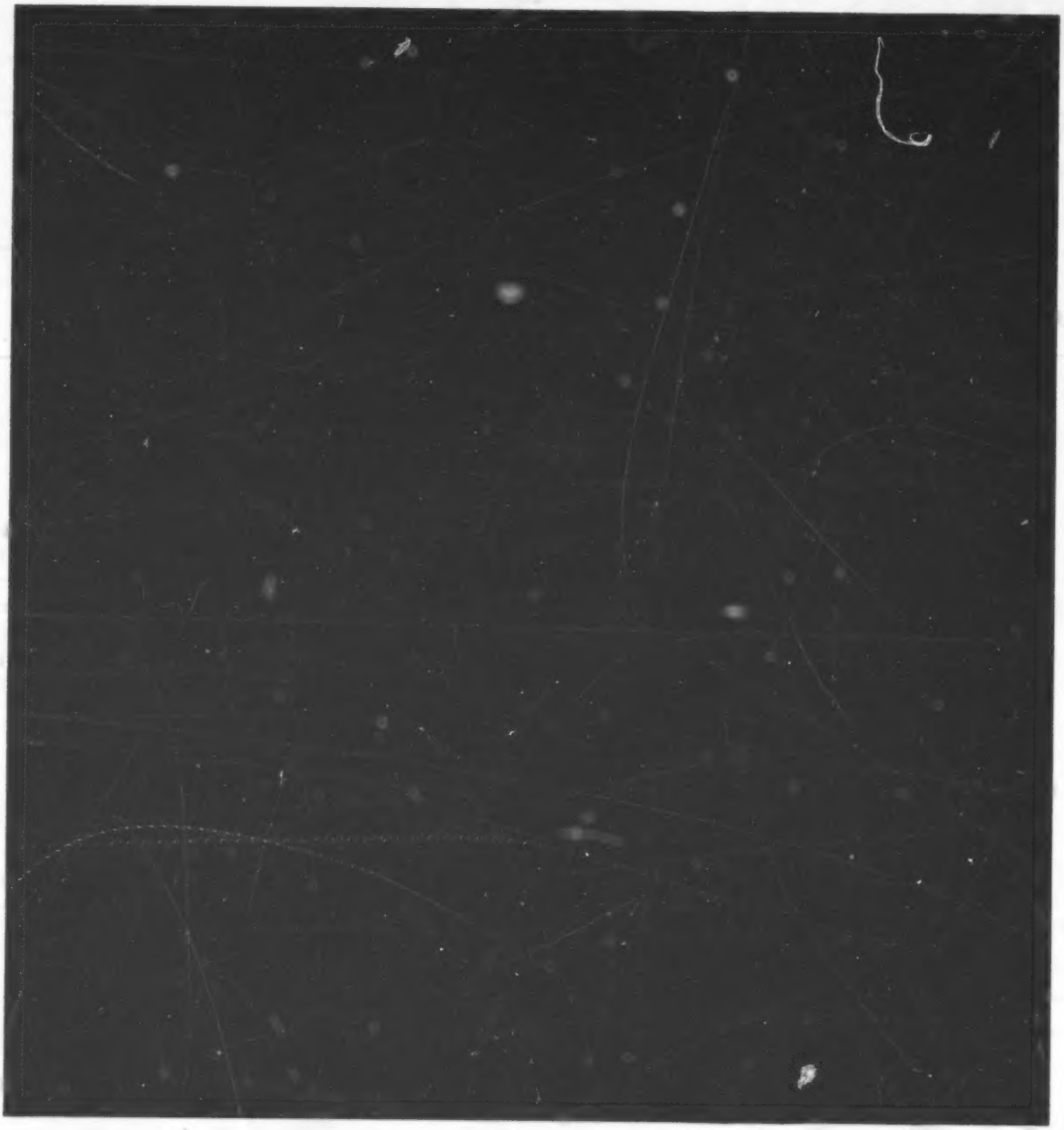
FIGURE 8

ALLOCATION OF NIE FUNDS BY LEVELS OF EDUCATION





Conclusion

Major problems confronting American education have been uppermost in the minds of NCER members. The Nation is experiencing fundamental social and economic changes. Equality in educational opportunity and high quality education are still unrealized goals. Schools are challenged to keep pace with new expectations and demands with a rather static level of resources.

Our schools and colleges seek help in defining and understanding diverse needs and in matching their programs to those needs. School administrators, teachers, and concerned citizens throughout the Nation want better tools and fresh ideas. The generation of those ideas and the design of those tools is, in large measure, the mission of educational R&D, which in turn offers options and assistance to those who conduct educational programs. To accomplish this mission requires a sustained base of fundamental research as well as ongoing active development and dissemination activities.

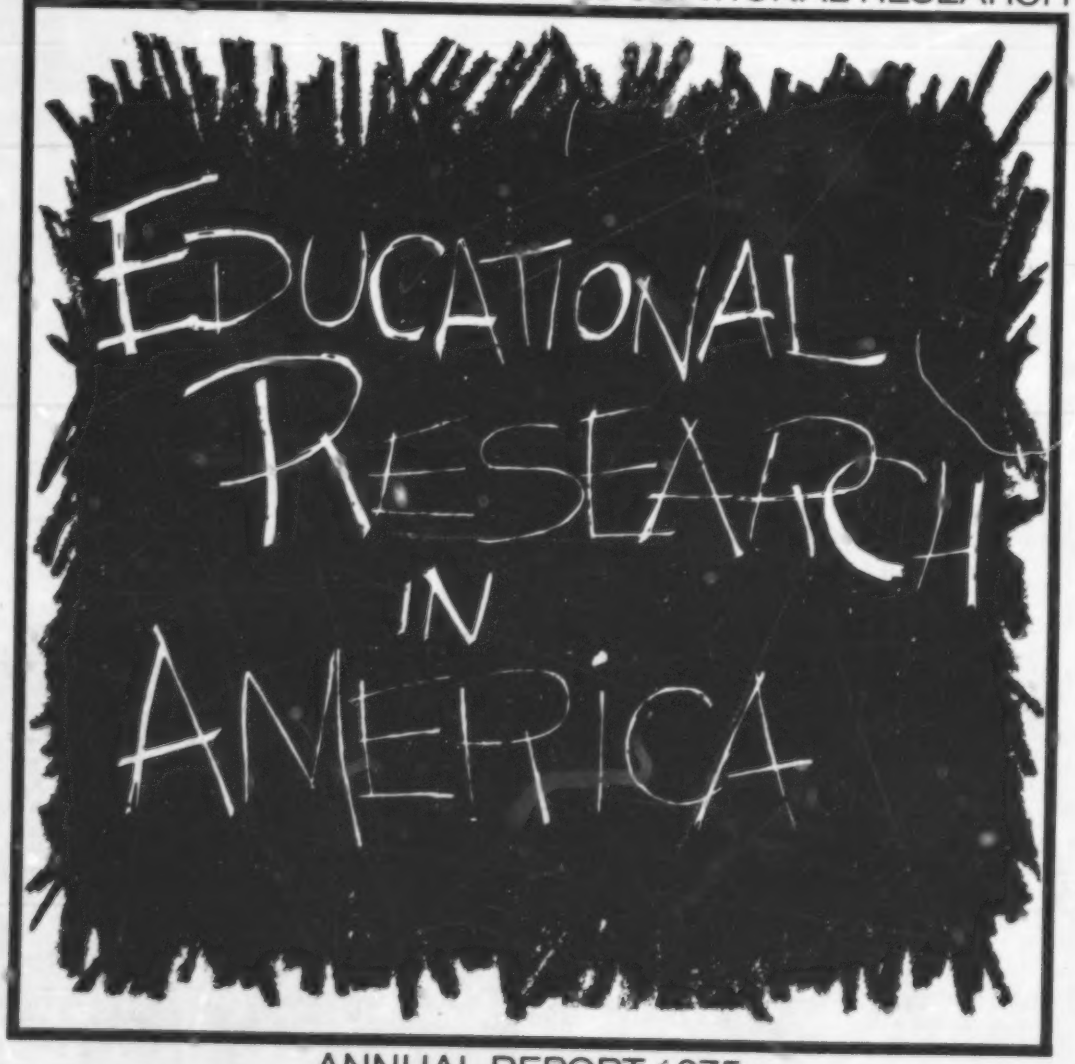
Ultimately, the challenges to the schools must be resolved at the State and local levels. Many challenges, however, involve underlying issues of national significance, and only by marshalling the Nation's resources can we expect to tackle these issues effectively. We see, therefore, an appropriate—indeed a growing—Federal responsibility for the support and conduct of educational R&D.

This need for Federal leadership and support and the need for an institute to focus that effort are as current today as when Congress created NIE in 1972. The need for adequate funding of NIE remains as urgent. And a working partnership of educational practitioners and researchers, of research organizations and school systems, is just as essential.

The Council believes that NIE is "coming of age." NIE's management has stabilized. Its intellectual grasp is stronger. It is working with the educational community which contributes continually to the planning and review of its programs. Knowledge and tangible products produced under NIE programs are increasingly being made available to schools.

Therefore, the National Council on Educational Research urges the Administration and the Congress to continue their support for educational research and development in America through a strengthened and renewed commitment to the National Institute of Education.

THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH



ANNUAL REPORT 1975

Appendix A

Consultants to the National Institute of Education R&D Funding Policies

ROALD F. CAMPBELL
Former Dean
Graduate School of Education
University of Chicago, and
Professor Emeritus
The Ohio State University
Principal Consultant
Salt Lake City, Utah

DONALD BOWERSOCK
Executive Vice President
ITEK Corporation

ALAN K. CAMPBELL
Dean
Maxwell Graduate School
Syracuse University

WILLIAM B. CANNON
Dean
Lyndon B. Johnson School of Public Affairs
University of Texas

JOAN GANZ COONEY
President
Children's Television Workshop

JOHN B. DAVIS
President
Macalester College
(while serving as a Consultant, was Superintendent, Minneapolis Public Schools)

EDGAR EPPS
Department of Education
University of Chicago

HAROLD HOWE II
Vice President for Education and Research
The Ford Foundation

EWALD NYQUIST
Commissioner of Education
State of New York

SAM. D. SIEBER
Educational Consultant
St. Thomas, U.S. Virgin Islands

STAFF

Frederick Mulhauser
Executive Secretary
Maureen Treacy
Administrative Assistant

Appendix B

Federal Interagency Committee of Education

Policy and Planning
ACTION
806 Connecticut Avenue, N.W.
Room 606-M
Washington, D.C. 20525
254-6860

Program and Staff Development
Extension Service
Department of Agriculture
South Building, Rm. 6430
Washington, D.C. 20250
447-6074

U.S. Army Research Institute
1300 Wilson Boulevard
Arlington, Virginia 22209
694-3645

Command Systems
U.S. Army Research Institute
1300 Wilson Boulevard
Arlington, Virginia 22209
694-1347

Office of the Director of Defense Education
The Pentagon, Room 3D262
Washington, D.C. 20301
697-0617

Personnel and Training Research Programs
Office of Naval Research
800 North Quincy Street
Arlington, Virginia 22217
692-4504

Administration on Aging
400-6th Street, S.W., Room 3130
Donohoe Building
Washington, D.C. 20201
245-0004

Alcohol, Drug Abuse, and Mental Health Administration
5600 Fishers Lane, Room 8-95
Rockville, Maryland 20852
443-4136

R&D Systems Support Division
National Institute of Education
1200-19th Street, N.W.
Washington, D.C. 20208
254-6070

Office of Administrative Policy
National Institute of Education
1200-19th Street, N.W., Room 700
Washington, D.C. 20208
254-7924

Planning and Evaluation Office
National Institutes of Health
Building 31, Room 5C23
9000 Rockville Pike
Bethesda, Maryland 20014
496-1012

Division of Resources Analysis
National Institutes of Health
Building 12A, Room 4035
Bethesda, Maryland 20014
496-9291

Office of the Deputy Assistant Secretary for Education (Policy Development)
400 Maryland Avenue, S.W., Room 3147
Washington, D.C. 20202
245-8266

National Center for Education Statistics
400 Maryland Avenue, S.W., Room 3073
Washington, D.C. 20202
245-1022

Research and Evaluation Division
Office of Child Development
P.O. Box 1182
Washington, D.C. 20013
755-7750

National Institute for Advanced Studies
Office of Consumer Affairs
330 Independence Avenue, S.W., Room 3322
245-8217

Office of Planning, Budgeting and Evaluation
Office of Education
400 Maryland Avenue, S.W., Room 4087
Washington, D.C. 20201
245-8195

Commission for Public Affairs
400 Maryland Avenue, S.W., Room 4159
Washington, D.C. 20202
245-8387

Division of Research and Demonstration
Office of Education
Seventh & D Streets, S.W., Room 5042
Washington, D.C. 20202
245-9634

Bureau of School Systems
Office of Education
400 Maryland Avenue, S.W., Room 2031
Washington, D.C. 20202
472-2499

Office of the Assistant Secretary for Planning and Evaluation
200 Independence Avenue, S.W., Room 403-E
Washington, D.C. 20201
245-1882

Office for Interagency Affairs
200 Independence Avenue, S.W., Room
Washington, D.C. 20201
245-6640

Office of Manpower Research and Development
Department of Labor
The Patrick Henry Building
Room 9112
Washington, D.C. 20213
376-7258

TA/EHR/AID
Department of State
New State Building, Room 2480
Washington, D.C. 20523
632-9753

Educational Broadcasting Branch
Federal Communications Commission
1919-M Street, N.W., Room 418
Washington, D.C. 20554
632-7531

General Accounting Office
803 West Broad Street
Falls Church, Virginia 22046
557-2151

Office of Research
National Endowment for the Arts
Columbia Plaza, Room 1237
Washington, D.C. 20506
634-7103

Office of Planning and Analysis
National Endowment for the Humanities
806-15th Street, N.W.
Washington, D.C. 20506
382-5862

Division of Science Education Development and Research
National Science Foundation
Washington, D.C. 20550
282-7900

Office of Program Integration
National Science Foundation
Room 668W
Washington, D.C. 20550
282-7947

Education Branch
Human Resources Programs Division
Office of Management and Budget
New EOB, Room 7017
Washington, D.C. 20503
395-4532

Office of Budget Examiner, Education Branch
Human Resources Division
Office of Management and Budget
New EOB, Room 7117
Washington, D.C. 20503
395-3673

Appendix C

Educational Research and Development Institutions Conducting Programs Supported by The National Institute of Education

Dr. Richard Schutz
Executive Director
SWRL Educational Research and Development
4665 Lampson Avenue
Los Alamitos, California 90720

Dr. Richard Rossmiller
Director
Wisconsin Research and Development Center for Cognitive Learning
1025 West Johnson Street
Madison, Wisconsin 53706

Dr. Lawrence D. Fish
Executive Director
Northwest Regional Educational Laboratory
400 Lindsay Building
710 S.W. Second Avenue
Portland, Oregon 97204

Dr. Wade Robinson
Director
CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139

Dr. Marvin C. Alkin
Director
Center for the Study of Evaluation
University of California, Los Angeles
145 Moore Hall
Los Angeles, California 90024

Dr. John Hemphill
Director
Far West Laboratory for Educational Research and Development
1855 Folson Street
San Francisco, California 94103

Dr. Ben Lawrence
National Center for Higher Education Management Systems
P.O. Drawer P
Boulder, Colorado 80302

Dr. Terry Eidell
Appalachia Educational Laboratory, Inc.
1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325

Dr. Lochran C. Nixon, Jr.
Executive Director
Mid-Continent Regional Educational Laboratory
7302 Pennsylvania Avenue
Kansas City, Missouri 64114

Dr. Ollie Bown
Dr. Bob Peck
Research and Development Center for Teacher Education
University of Texas
Education Annex
Austin, Texas 78712

Dr. Robert N. Bush
Stanford Center for Research and Development in Teaching
Stanford University
Stanford, California 94305

Drs. Robert Glaser & William W. Cooley
Codirectors
Learning Research and Development Center
University of Pittsburgh
3939 O'Hara Street
Pittsburgh, Pennsylvania 15260

Dr. Max Abbott
Center for Educational Policy and Management
1472 Kincaid
Eugene, Oregon 97401

Dr. John Holland
Center for Social Organization of Schools
The Johns Hopkins University
3505 North Charles Street
Baltimore, Maryland 21218

Dr. James H. Perry
Executive Director
Southwest Educational Development Lab
211 East Seventh Street
Austin, Texas 78701

Dr. Robert E. Taylor
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Dr. Robert G. Scanlon
Executive Director
Research for Better Schools, Inc.
1700 Market Street
Suite 1700
Philadelphia, Pennsylvania 19103

Appendix D

Resolutions of the National Council on Educational Research

Resolution No.	
7-10-73	1. Asserts inseparability of operational and of the functions of the Council.
7-10-73	2. Strict guidelines for expenditure of funds from July 10, 1973 through October 10, 1973.
8-3-73	3. Establishment of a research grants program and budget authorization for it.
9-17-73	4. Broad allocation of FY 1974 budget with guidelines including restrictions on discretion to adjust budget without prior Council approval.
9-17-73	5. Approval of Education Voucher Program with programmatic guidelines.
11-5-73	6. Provision for control of obligations from FY 1974 budget in absence of Congressional actions on President's budget.
12-3-73	7. Establishment of five priority programs for FY 1974 and FY 1975 (and legend with Council review) and guidelines for providing limited funds for new initiatives in balance with funding of continued projects.
1-30-74	8. Policies for announcement conduct, and reporting of NCER meetings, requirements for consideration of public views in development of policy.
1-31-74	9. Further specification by program and major activities of FY 1975 budget proposals to be included in President's budget.
3-13-74	10. Approval, following review, of program for the priority in problem-solving in local schools.
5-28-74	11. Approved, after review, of priority program of education and work.
10-17-74	12. Guidelines for operation under continuing resolution pending final appropriation of FY 1975 funds.
1-10-75	13. Establishment of administrative action taken by NIE's Acting Director.
1-10-75	14. Endorsement of Administrative action taken by NIE's Acting Director.
5-28-75	15. Guidance for Director to strengthen their evaluation programs of NIE, to provide for evaluation of NIE-suggested products and the institutions which produce them as well as to provide incentives and assistance to other funding sources which might support R&D activities.
7-18-75	16. Amendment to FY 1976 budget following congressional appopriations action, with specific guidance for support of regional laboratories and R&D centers.
7-18-75	17. Call for action regarding NIE personnel management situation.
9-18-75	18. General policies, with specific requirements, for NIE establishment of special relationships with selected R&D institutions.
9-18-75	19. Instruction to Director for studies and reports on eight topics to provide basis for further policy development.
9-18-75	20. Instruction to Director for study of fundamental research relevant to education.
1-16-76	21. Approval of proposed FY 1977 budget after six months of guidance and review of plans.

*The complete text of these resolutions may be obtained by writing or calling The National Council in Educational Research, NIE, Washington, D.C. (202) 254-7900.

Department of Health, Education, and Welfare

Education Division
NATIONAL INSTITUTE OF EDUCATION

NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

OFFICE OF THE DIRECTOR

DIRECTOR

DEPUTY DIRECTOR

OFFICE OF PUBLIC AFFAIRS

OFFICE OF GOVERNMENT AND EXTERNAL RELATIONS

OFFICE OF PLANNING, BUDGET AND PROGRAM ANALYSIS

Associate Director

Budget Division

Planning, Program and Policy Analysis Division

OFFICE OF PLANNING, BUDGET AND PROGRAM ANALYSIS

Associate Director

Budget Division

Planning, Program and Policy Analysis Division

OFFICE OF ADMINISTRATION AND MANAGEMENT

Associate Director

Adviser for Administrative Policy

Director, EEO Staff

Personnel Division

Contracts and Grants Mgmt. Division

Finance Division

General Services Division

Mgmt. and Data Systems Division

Educational Resource Division

BASIC SKILLS GROUP

Associate Director

Learning Division

Teaching Division

Measurement Division

DISSEMINATION AND RESOURCES GROUP

Associate Director

Information and Communication Systems Division

School Practice and Service Division

R&D System Support Division

FINANCE AND PRODUCTIVITY GROUP

Associate Director

School Finance & Mgmt. Division

Technological Applications Division

Productivity Division

Assessment of Innovative Developments Division

Experimental Schools Division

Post-Secondary Finance & Mgmt.

SCHOOL CAPACITY FOR PROBLEM-SOLVING GROUP

Associate Director

Program Operations

Research Staff

School-Based Development Staff

Network Development Staff

EDUCATION AND WORK GROUP

Associate Director

Career Awareness Division

Career Exploration Division

Career Preparation Division

Career Access Division

EDUCATIONAL EQUITY GROUP

Associate Director

Compensatory Education Division

Multicultural/Bilingual Division

Women's Research Staff

Desegregation Studies Staff

School Discipline Studies Staff